

# Ashfield Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Ashfield Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Damien Moran

Principal

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## Message from the Principal

The vision of the Department Education's Strategic Plan is for all public schools in NSW to be collectively recognised as Australia's best education system. As part of this vision, Ashfield Public School plays its part. It is committed and motivated to being the best as it pursues educational excellence and provides high quality educational opportunities for each and every child.

So what are the practices and behaviours that occur at our school that have kept us focused on being the best?

Firstly we know that being the best is a team effort involving our teachers, our students our parents and our community. It is evident that Ashfield Public School is an excellent team. At our school everyone has a part to play in making sure that we all have positive and caring relationships that support successful learning. At our school everyone is called to appreciate and value our cultural diversity and understand that everyone belongs and that everyone can achieve.

Next, to be the best, we understand that we must work hard. For the school principal and executive team, working hard is about strong, strategic and effective leadership. It is about working hard to sustain and grow a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Working hard our school leadership team mentors teachers, proactively engages and collaborates with our parents and the wider community and always, always, always, advocates for the learning and wellbeing of our students.

For our teachers, working hard is about pursuing high-quality, effective teaching practices that improve the educational outcomes for all students. This includes teachers working hard to develop their students' capacity to have positive behaviours for learning. It includes teachers working hard to differentiate the curriculum to meet individual needs, working hard to collaborate with other teachers and parents, and working hard to undertake ongoing professional learning that develops knowledge and skills.

For our students working hard is about coming to school each day ready to make choices that enable them to be satisfied and happy. These choices are taught in class, modelled by parents and teachers, and reinforced each day on morning lines with awards, medals and trophies. These are the choices to be responsible, resilient, respectful, safe, inclusive, fabulous, healthy, a learner, a friend, and to embrace diversity. Working hard to make these choices is about our students making a sincere effort knowing that every day is the opportunity to start afresh, knowing that mistakes enable us to learn and knowing that achievements will be celebrated. Working hard is about our students developing the endurance to be good decision makers who joyfully experience repeated success.

For our parents, working hard is about supporting and valuing learning in the home and at school and maintaining high educational aspirations for their children. It includes sustaining active involvement including attending events, volunteering in class or for other activities, and serving on the P&C and parent committees. In 2018 our P&C has been second to none. From the triumph of the Garden Festival and the financial success of Bunnings BBQ's, special events

and grant applications, to working bees and shared decisions about learning initiatives and school directions – our parent community shines as an exemplar for effective and productive collaboration. Our parents prove that working hard is about unwavering love and high expectations and that, with support, their children will grow into the most amazing and accomplished adults.

Being the best is also about sharing. It is about the self-confidence to know that collaborative practice is about best practice. It is about consistently looking for ways to help and learn from others. In this case, Ashfield Public School holds its own. We work closely with our parents and use feedback from everyone to continually improve our ability to meet the needs and expectations of all. We are proud to engage other schools and share the good things that we are achieving, from Accelerated Reading to the Writing Band Tool. We look for inspiration from our community of schools with innovative practices such as instructional rounds and data walls becoming an important part of our school improvement and focus on numeracy and literacy.

And finally, being the best is about understanding what works best. This is about our school sustaining and growing an evidence based approach to teaching based on current research of the educational practices that accelerate students. This includes being a school that is able to evaluate its practices and their impact on student achievement including how we enable all students to be increasingly self-motivated learners, confident and creative individuals, with the personal resources for future success and wellbeing.

The task of Ashfield Public School, like any school, is to deliver a quality education to children and young people. Education is fundamental for much success in life. It enables people to live with happiness and prosperity. It is only right therefore that the Department of Education aspires to be the best. Education is high stakes. It is about the wellbeing, success and future of our children.

Ashfield Public School rises to the challenge set by public education. Our School Plan keeps us focused on measurable growth, wellbeing and effective systems that keep us on the path to being the best. We understand that an effective school improves student outcomes and positively impacts on lifelong achievement. We are energised and excited by as every day we strive to give every child, every opportunity.

Damien MoranPrincipal

### Message from the school community

It has been a pleasure to serve as president of the P&C for Ashfield Public School this year. I put my hand up with little idea how to do this job, as many people do, I'm sure. Thankfully, within hours and days of taking this role on there were many people offering to help and give suggestions on how things might work better. I am very grateful to them for their wise advice and guidance and their support and for the support of the teachers and principal.

In my role as P&C president I have been unabashed in chasing fundraising dollars this year. Without losing sight of the need to foster a sense of community within the school, I was also acutely aware of the need for the P&C to direct more of the much needed funds into the school and to partner with the school to ensure that the funds are spent in the classroom.

There have been a few highlights of the year and great achievements I would like to draw attention to:

#### *Fundraising*

Effie Tzouvaras has been instrumental in leading another year of fantastic event planning and implementation which included the Comedy Night and School Fete. I also thank Louise Millward, Roshni Mezups, Olivia Wood, Grace Huntley, Yuko Fleming, Mel Kemp, Lachlan Mitchell, Olivia Patchett and Nicole Kandis, in particular, for the extra hard work they did behind the scenes.

Thanks to the fresh new entrepreneurial approach of the newly formed "sponsorship" committee comprising of Gemma Collier, Anne Robertson and Mady Maplethorpe, there has been a focus on how to connect with local businesses to get sponsorship for events and also how to create more fundraising opportunities by a greater number of donations from businesses to run raffles and silent auctions. In particular I acknowledge Gemma for the many hours she has volunteered. We are certainly benefiting from this change in the way we think about and do fundraising at school.

#### *Gardening*

There has been a lot of action and work by the gardening committee this year. Gardening is not a job for the impatient or the faint of heart. It can take years of persistence and care to get things where they should be. Matthew Duchesne and Lauren Hood have worked together beautifully to build a master plan for the gardens, ably supported by Stephanie Kennedy. The National Tree day was a fantastic event organised by the gardening committee for which they secured a council donation of many mature plants and trees and made a great fun day out of planting them all.

The new community garden and upgrade of the Harmony garden are a major part of those plans. Matthew and Lauren are taking care to make sure that what we are planning has longevity and is connected to an overall plan for the outdoor space of the school.

#### *Executive Committee*

I would like to thank the executive committee who give so much of their energy and time to ensure that there is a fair representation of ideas and opinions. Our committee this year has been:

Blair Callon

Brennan Daly

Michael McAteer

Roshni Mezups

Louise Millward

Tabatha Paterson

KT Wlodarczyk

Olivia Wood

Michelle Yuen

Finally I would like to sincerely thank the school principal Damien Moran and his executive team who have been hugely supportive of the P&C and have collaborated with us respectfully and genuinely. Also a personal thanks from me to Lauren Sten and also to Cheryl Gurney for such amazing collaboration and support for our fete.

Sarah Vickers

P&C President

#### **Message from the students**

Ashfield Public School is an amazing multicultural and diverse school. It gives opportunities to all of its students. The teachers are so kind, thoughtful and helpful. This has had a positive impact on the students, the school and the community. Each child has worked towards their learning goals and has improved in so many ways because of their respective teachers.

Ashfield Public School has helped all the new students who have sought admission into the school. Both the teaching staff and the students have helped the new students settle in. Friendships blossom both in the classroom and on the playground.

This school gives opportunities to its students to be part of academics and extra-curricular activities. These have included computer coding, robotics, typing, speech, debating, drama, "Tournament of the Minds", and sports such as soccer, cricket, netball, and cross country.

What makes Ashfield so special is every child here is given the opportunity to be part of all the activities of their choice. The school has remained true to its motto; "Every child every opportunity".

Avanesh Sri Ganeshwaran

Student Representative Council

## School background

### School vision statement

Ashfield Public School strives to:

Give every child every opportunity within a culture of evidenced-based growth, performance and wellbeing, where every child is known.

Engage students holistically by developing individual strengths and talents, a love of learning and the capacity to achieve.

Use evidence based teaching practices to implement a differentiated curriculum that meets the needs of individual students.

Use a range of assessment strategies to measure individual achievement so that every child makes progress.

Value our school's diversity of cultures and abilities through inclusive practice.

Develop the capacity of teachers as adaptive, innovative and future-focused practitioners.

Be a community of deep thinkers and creative learners.

### School context

Ashfield Public School, with an enrolment of 505 students including 75% students from a non-English speaking background, is a community school with a systematic and informed approach to education where quality teaching practices, positive relationships and rigorous curriculum programs focused on measurable growth, drive academic achievement and social success.

The school prioritises Instructional Leadership with the mentoring of beginning teachers, the identification of excellent teaching and learning, and the sharing of successful strategies. Professional development is about growing and sustaining teaching practices that are informed by feedback and analysis of current research; it builds the capacity of each teacher to create effective teaching and learning experiences for their students.

Being inclusive and embracing diversity drive a whole school culture of wellbeing that enables students to be actively engaged in their learning, have a range of fulfilling and respectful relationships, and experience a sense of belonging to their school and community. Focusing on ten wellbeing choices and a shared understanding of positive behaviour for learning, students are motivated to succeed and are given the opportunity to learn and grow with self-confidence.

The school has a Support Hub and an Opportunity Class program with inclusive school systems and procedures to engage students of all abilities.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

#### *Learning Culture*

Ashfield Public School has a whole school culture of continuous improvement and continues in its commitment to communicate a key message: that learning progress and achievement for every student is paramount. This message is practised and articulated in many ways.

For students it is reinforced each day with the school principal or a member of the executive team addressing the school community to motivate students to deliver their best, to focus on making good wellbeing choices and to be committed to continually improving. Each day students are presented with awards to reinforce our commitment to progress and achievement. In class students engage in a curriculum that is differentiated to their learning needs through explicit teaching, quality learning activities and ongoing feedback.

For teachers it is embedded in a culture of professional engagement and collaborative practice whereby all teachers are accountable for student progress. Instructional leadership and professional learning across the school focus teachers on a high impact and rigorous teaching practices that progress the academic and social outcomes of students. Weekly meetings and ongoing mentoring support teachers to gather and apply an evidence to drive student performance.

For parents it is communicated via School Enews, the school newsletter and parent forums. Articles and information sessions educate parents about school systems, teaching strategies and the high expectations for success. At all times there is a focus on sustaining and growing effective relationships that enable students to thrive, connect and succeed.

The dedicated approach to the ongoing improvement of the school's learning culture and its capacity to create a range of quality learning opportunities is exemplified by the school's partnership with the Rev. Bill Crews Exodus Foundation. The partnership has resulted in a Literacy Program to engage students not meeting minimum proficiency in reading. An impact of the program has included an increase in the positive self-esteem and confidence of students, an increased level in their reading comprehension, positive parent relationships and the increased attendance at school for an identified student.

#### *Wellbeing*

The 2018 Term 4 Tell Them From Me survey data indicated the success of whole school wellbeing processes with 92% of students identifying that Ashfield Public School as a place where students have positive behaviour at school.

This sense of belonging directly relates to the schools commitment to the ten wellbeing choices that support all students to engage as motivated and successful learners with the capacity to competently interact with their peers and their teachers and feel a sense of self-worth and satisfaction. The wellbeing choices are highly profiled via daily morning lines with School Awards presented to publically acclaim students for making good wellbeing choices.

The success of wellbeing at the school is also easily identified via the high number of School Medals that were awarded to students throughout the year. The medals are indicative that teachers consistently acknowledge students for making positive wellbeing choices. In 2018 the first School Trophies were presented to students who had earned 5 School Medals. A trophy equates to 250 Certificates of Success. This precedent reinforced the success of the wellbeing system.

#### *Curriculum*

Ashfield Public School is committed to an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

In 2018 Ashfield Public School standardised the format for teacher programs by introducing Program Builder which was designed by the NSW Education Standards Authority (NESA). Program Builder is a programming tool that uses content from the NSW syllabuses to create scope and sequences and units. Program Builder has enabled a consistent approach to program writing across the school and enables a smooth transition when teachers move to another year level or supports the management of a cross stage class.



As part of effective programming in 2018 the school focused on annotating programs to show the revisions that result from differentiating the curriculum to accommodate the physical, social and intellectual development and characteristics of students. This is about teachers making adjustments to engage a range of abilities.

### *Assessment*

At Ashfield Public School consistent school-wide practices for assessment are used to monitor, plan and report on student learning. The whole school assessment schedule for 2018 involved collecting data on student performance in maths and English and include:

- Writing Band Tool (Writing Level)
- Year 1 Phonics Screen (Phonics Level)
- PM Benchmark & Star Assessment (Reading Age)
- Essential Assessment (Number & Algebra)

This data from the Whole School Assessment Schedule is used to make informed decisions about the use of resources to meet the diverse range of learning needs. For example, data from the Writing Band Tool informed the allocation of Learning Support to particular year levels with a focus on teaching specific skills to progress students to the next band of writing.

In Term Four of 2018 teachers engaged in professional development to learn about Learning Sprints, a process of formative assessment designed to assist teachers understand the impact of their teaching on student learning outcomes. The Learning Sprint process is about focusing teachers on a particular area of student learning with teaching practices analysed in relation to student performance.

Learning Sprints will commence in 2019 with a focus on Writing, an area which was identified as an area of need by analysing student progress and achievement data. In particular data from NAPLAN and the Writing Band tool showed that effective paragraphing is an area for improvement.

### *Reporting*

Ashfield Public School has been developing its ability to effectively gather information about students to support their learning and also be communicated to parents. This is about reporting to parents in a way that is clear, timely and accurate and provides information that supports further progress and achievement.

Termly overviews for each stage and timetables for each class continue to be published via School Enews. This is about ensuring that parents receive regular information in an accessible format that provides information that can help them support their children's progress.

The school improved its use of Sentral and Google Forms as centralised systems for collecting data on student academic performance and participation in extra-curricular activities. This included extending the use of the Wellbeing Module of Sentral to record student participation in Triple E (Engagement, Extension & Enrichment) activities such as Badminton, Typing Club and Recorder Cub. The collection of data supports the school to know every child and monitor that all students participate in a range of extra-curricular and non-academic activities so as to help them to thrive, connect and succeed.

Another example of data being collected and used to support students is the Scoobie Club. Data collected over time at the weekly Learning Support meetings identified a need to support a particular group of students with their communication skills and self-confidence. As a result the Scoobie Club, led by a teacher, was formed. Once a week the identified group of students meets to engage in craft and conversation.

Student led conferences were introduced in 2018 to enhance the way that parents are provided with information about student learning, growth and next steps. The conferences focus on students articulating their learning achievements with their parents. Parents were invited to complete a Google Form survey with the majority of respondents indicating that the Student Led Learning Conference enabled their child to reflect on their learning and empowered their child as a confident and successful learner. The majority of parent respondents also indicated that the 30 minute conference was well-organised with worthwhile activities that helped them to understand their child as a learner.

### *Student Performance Measures*

In 2018 the school published the reading age of each student on the semester report. This was about the high expectation that all students will make progress, with growth in reading age to be compared between each report. Teachers used reading age data to plan for necessary interventions and the extension of capable students. PM Benchmark, Star Reading and Accelerated Reader were also used to identify ability and track growth.

In Semester One the Writing Band Tool was introduced. This was about assigning a specific NAPLAN band for all students in the school so as to identify what growth was to be expected for each student in the area of writing. Students wrote a persuasive text in Semester One and once again in Semester Two. Teachers used the two writing samples to understand how teaching strategies impacted on student progress.

The use of Essential Assessment from Years 1 to 6 has also been developed with the majority of students completing an online assessment for Number and Algebra. With a pre-, a mid-, and a post-assessment, this assessment tool is about tracking the longitudinal growth of all students. The data will also develop the capacity of the Learning Support Team to reflect on areas where learning interventions or extension initiatives can be undertaken according to areas of need.

## **Teaching**

### *Effective Classroom Practice*

Effective classroom practice is about teachers being able to identify, understand and implement effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

At Ashfield Public School classroom practice is supported by robust school systems. At our school all teachers are supported to differentiate their programs according to how students learn. In Term One all teachers were guided to show how the physical, social/emotional or sensory learning needs of identified students are catered for on an extensive, substantial or supplementary level. Sentral, Individual Education Plans (IEP's) and Behaviour Support Plans enabled teachers to document adjustments. A weekly Learning Support Meeting provided a time for teachers to seek assistance and access school resources to support the adjustments required to enhance the progress for identified students. Meetings with parents communicated these adjustments with a focus on collaboration and a shared approach to success.

"The Responding to Behaviour Implementation Strategy" continues to guide a consistent school-wide approach to classroom management. The strategy presents a framework for students, parents and teachers that enables a shared understanding of types of behaviour and the appropriate responses. The strategy is about working together to engage all students in positive behaviour for learning and proactively deescalate inappropriate behaviour by finding solutions. At the heart of the strategy are the ten wellbeing choices that guide students to feel motivated and understand their success.

### *Data Skills and Use*

Ashfield Public School is committed to regularly using student assessment data to identify student achievements and progress, reflect on teaching effectiveness and inform future school directions. An important strategy used by the school is to keep data front of mind with Communication Meetings and Professional Learning sessions providing the opportunity to discuss data that has been collected in the areas of reading, writing and numeracy.

Throughout 2018 teachers continued to develop their capacity to effectively use assessment tools to track and drive student progress. For example, Accelerated Reader is being increasingly used with more priority on students regularly sitting quizzes with data from these quizzes being used to measure improvement.

At all times the school emphasises the use of data so that every student is known and that every student should make growth.

### *Professional Standards*

The Australian Professional Standards for Teachers inform the rigour of teacher quality at Ashfield Public School. They define the work of teachers and make explicit the elements of high-quality, effective teaching that will improve the educational outcomes for students at the school.

Throughout 2018 school leaders continued to work with beginning teachers seeking accreditation. Also throughout the year, beginning teachers collected evidence to make clear their professional knowledge, and their ability to engage in a quality teaching practice as required by the Standards. At Ashfield Public School the Standards are the common understanding and language for professional discourse between teachers.

Using a new Department of Education staffing allocation, explicit teaching of numeracy was enhanced and targeted students identified as attaining minimum proficiency and needing to be progressed to working beyond. Two teachers were allocated to a 1 hour session each day to engage the identified students with a requirement that success be measured by improved student progress and achievement data.

### *Learning and Development*

Data from the Tell Them From Me Survey indicated a need to develop the school's capacity to create learning opportunities that are perceived by the students to be high skill and high challenge. Responding to this data, in Term 3



the leadership team undertook Instructional Leadership rounds with demonstration lessons given across the school.

An example was a demonstration lesson that used a complex 19th Century poem to engage students in Years 3 & 4. With vocabulary, narrative and visual text being the focus of explicit teaching, teachers observing the lesson reflected on how to immerse students in high order concepts to develop critical thinking skills.

Professional dialogue continued to be an important aspect of teachers developing their teaching practice. For example, as a result of professional conversations, the format of the weekly homework sheet was revised with the layout and font size being improved. Feedback from students indicated that homework was easier to complete with an overall increased positive attitude.

A review of professional learning at Ashfield Public School reinforced the need for high impact professional learning. To achieve this it was understood that student need drives teacher learning, and that learning must be collaborative and applied. It was also understood that effective leadership enables effective professional learning and that this learning must be continuous and coherent and accountable to the improvement of student learning outcomes.

The use of @MyPL was used throughout 2018. This is a Department of Education online platform that enables teachers to enrol in Professional Learning that is provided by the school. This professional learning contributes to a mandatory requirement of learning that is required for ongoing accreditation against the Australian Professional Teaching Standards.

## **Leading**

### *Educational Leadership*

The school leadership team keeps Ashfield Public School focused on sustained and measurable whole school improvement. In 2018 the leadership team allocated funding to increase the capacity of the school's Learning and Support team to identify and respond to the learning needs of students across the school. A teacher was employed for three days a week which enabled the team to increase its efficiency with weekly Learning Support Meetings being a time to discuss individual students and student cohorts and appropriately allocate school resources.

By applying the whole school assessment schedule, the leadership team increased its ability to monitor ongoing improvement whereby every student makes measurable learning progress and gaps in student achievement decrease. This included driving the whole school use of Individual Education Plans and Behaviour Support Plans to document differentiated teaching practices to engage students.

At all times the school leadership promotes a high performance culture, with accountability to student progress and achievement, and all students being taught by high performing teachers. In 2018 the parent community continued to support and recognise the school for creating a culture of high expectations. "Tell Them From Me" survey data indicated that the majority of parents perceived the learning at school was supported by teachers who were able to account for the needs, interests and abilities of individual students.

### *School Planning, Implementation and Reporting*

The 2018–2020 School Plan was published in January and remains at the core of continuous improvement efforts, with the school's vision and strategic directions evident in the activities of Ashfield Public School. The plan is the framework upon which ambitious school improvement is guided and realised.

For example, the School Plan articulates Future Focused Learning as an area for strategic development. In 2018 the school's RFF program employed a teacher to run a Future Focused program with all students engaging in a one hour lesson per week. This program was a deep dive in to collaborative learning with students also developing the skills to present information using digital tools.

The 2017 Annual Report was published in Term One. The report provides the opportunity for a reflection on the school's achievement against the School Excellence Framework and its success to meet the goals of the School Plan. Writing the report was also an opportunity to consider what practices were successful, what practices are required for sustaining and developing, and what practices are needed to be modified or changed.

### *School Resources*

The strategic use of resources to achieve improved student outcomes and high quality service delivery is an important part of a school that excels. For Ashfield Public School, the continued growth in enrolment and subsequent increase in staff required a redesign of the school administration area. The redesign was about increasing the effectiveness of the administration area as a shared and collaborative space.

The redesign also included a shutter being installed on the Front Office counter to replace the sliding glass. Doors were removed from individual offices, desks turned around with an external door installed to the office area. The positive

impact of the redesign has been a more efficient and collaborative use of a limited space.

To accommodate student enrolment growth, the school added four demountable classrooms to the school site. Known as "The Village", the classrooms were landed on the staff carpark. The school funded part of the fit out of The Village with Interactive Whiteboards purchased and installed in each classroom. On account of the school's robust partnership with Wests Ashfield Leagues Club staff displaced from the school site were able to access the club's carpark on a daily basis.

2018 also saw a transition to a new Department of Education online management system for HR and finance. School administration staff and school executive were trained in this new system which included the online processing of contracts for temporary staff and the online creation of the school budget.

### *Management Practices and Processes*

In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

In 2018 the school's management of attendance was improved with the Front Office managing partial attendance (early and late arrivals) via an online program called Sentral. This transition from a handwritten slip to an online process enabled class rolls to be automatically updated. A further improvement to this system was assigning a School Administration Officer (SAO) to the task of an Attendance Officer with a focus on tracking students with attendance concerns.

As part of improving the school's effective service delivery, the use of the online School Enews app was expanded to the online form function for publishing permission notes regarding school events. This has had a significant and positive impact on the school's reduced use of paper and photocopying services. It is also more efficient and convenient for parents and teachers to manage giving permission for students to participate in school activities.

Google Forms and the Tell Them From Me Survey continued to prove their effectiveness as ways for the leadership team to obtain feedback from the parent and student community. For example, a survey on reading habits indicated that reading is valued at home, and provided feedback on how to improve the school's approach to developing reading.

### **Where to next**

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Quality Teaching

#### Purpose

To sustain and grow the systematic delivery of a whole school, future focused curriculum where quality teaching is innovative and evidenced-based with a focus on measurable growth and performance for every child, for all abilities.

This is about ongoing professional development to guide a collaborative, informed and consistent approach whereby teachers engage with The Australian Professional Standards for Teachers in an ongoing cycle of evaluation and improvement to implement rigorous teaching programs that reflect current educational practice and drive the academic and social progress of all students.

#### Overall summary of progress

For the school and teachers to understand student achievement and progress, student performance data over time must be collected, analysed and acted upon. Measurable growth and performance for every child, for all abilities, has been a key focus for Ashfield Public School.

At the beginning of 2018 the leadership team reviewed the whole school assessment schedule with a particular focus on how student growth is measured longitudinally. The team was interested in increasing the effectiveness of assessment tools to track student achievement across their school years.

Already established at the school were explicit processes to collect, analyse and report specific performance data including STAR reader, Accelerated Reader, SENA, PLAN and Essential Assessment. Achieved throughout 2018 the increase of teacher capacity to use effectively use these assessment tools and the school's capacity to extrapolate data from these tools to inform the implementation of a range of teaching interventions and extension activities. For example, data was used to enrol students in the Rev Bill Crews Exodus Foundation Literacy Program for students not reaching minimum proficiency.

Added to the assessment schedule for 2018 was the Writing Band Tool. The purpose of the Writing Band Tool is to have students complete a writing task and use the work sample to ask the question, 'If this particular student was to sit the NAPLAN test on this particular day, what NAPLAN band would be assigned to this piece of writing?'

The Writing Band Tool links to the School Excellence Framework which specifies that most students are to achieve in the top two bands for NAPLAN. The results of the Writing Band Tool enable teachers to identify how many students are achieving in the top two bands for NAPLAN writing, and plan strategies to support those that are not. The results of the Writing Band Tool are entered into Sentral, an online management system which will enable teachers to track student progress across the years

To sustain and grow the systematic implementation of programming, the whole school Scope and Sequence was reviewed and updated to show units of work in each of the KLA's for each child during each year in accordance with the NSW Education Standards Authority (NESA) syllabuses.

To support effective programming, in 2018 the school introduced the NESA Program Builder tool. The impact of this tool was the standardisation across the school for teachers to plan for the delivery of syllabus content and improve student learning outcomes. Teachers also developed their capacity to annotate their teaching programs to show adjustments that were made to cater for the diversity of student learning needs.

Effective programming was also supported by fortnightly Stage meetings which provided the opportunity for teacher collaboration. This included teachers working together to review programs and plan for effective learning and assessment. It also included teachers using programs to engage in consistent teacher judgement and compare and discuss student work samples.

In 2018 the Professional Development Plan (PDP) process was strengthened as an evidence-based approach to improving of quality teaching practice. A particular focus was on matching Professional Learning to the knowledge, skills and capabilities required to achieve whole school, stage and personal goals.

For example, achieving the whole school goal of the PDP included all teachers engaging in professional learning on Learning Sprints. This learning included a deep dive into formative assessment to understand the impact of teaching

strategies that effectively identify and address the learning needs of students.

Throughout 2018, teachers of Kindergarten and Year One continued to implement Language, Learning and Literacy (L3) a research-based intervention program for kindergarten students which targeted reading and writing professional learning. L3 professional learning for these teachers included workshops, demonstration lessons, supervised practice and on-the-job support. The result of L3 was teachers improving their ability to use effective explicit instruction strategies to progress reading and writing through a daily literacy lessons.

The Literacy and Numeracy funding allocation was used to target students achieving in the mid-range, greater than minimum proficiency but less than gifted and talented. This was about supporting this particular cohort of students who often do not fit the criteria for learning interventions or acceleration programs.

Professional Learning in Term 4 provided teachers with an introduction to Learning Sprints. This has been about responding to data that identifies pressing learning needs and make more effective use of available team collaboration time by sharing best practices. A result of this professional learning has been teachers building their confidence and ability to use formative assessment to drive student progress.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1.1 Measurable Growth: The school sustains and grows processes for the systematic collection of a range of student outcome data including formative and summative assessments and work samples	Renaissance: Accelerated Reader	<b>WRITING BAND TOOL</b>
	\$5959	Kindergarten TERM ONE (Band A: 76) (Band B: 4) (Band 1: 1) Total students: 91 TERM FOUR (Band 1:12) (Band 2: 34) (Band 3: 37) Total students: 83
	Essential Assessment: Numeracy	Year One TERM ONE (Band A: 15) (Band B: 19) (Band 1: 10) (Band 2: 10) (Band 3: 3) Total students: 57 TERM FOUR (Band B: 2) (Band 1: 1) (Band 2: 6) (Band 3: 23) (Band 4: 18) (Band 5: 5) (Band 6: 2) Total students: 57
	\$1800	
	Phonics Hero	Year Two TERM ONE (Band 1: 33) (Band 2: 17) (Band 3: 13) (Band 4: 1) Total students: 64 TERM FOUR (Band 1: 1) (Band 2: 8) (Band 3: 9) (Band 4: 14) (Band 5: 21) (Band 6: 12) (Band 7: 7) Total students: 72
	\$976	
	Matific	Year Three TERM ONE (Band A: 1) (Band B: 4) (Band 1: 21) (Band 2: 13) (Band 3: 16) (Band 4: 5) (Band 6: 1) Total students: 61 TERM FOUR (Band A: 1) (Band B: 1) (Band 3: 9) (Band 4: 11) (Band 5: 11) (Band 6: 10) (Band 7: 5) (Band 8: 3) Total students: 51
	\$5280	Year Four TERM ONE (Band B: 2) (Band 1: 8) (Band 2: 7) (Band 3: 10) (Band 4: 6) (Band 5: 6) (Band 6: 6) (Band 7: 3) Total students: 48 TERM FOUR (Band 2: 2) (Band 3: 8) (Band 4: 11) (Band 5: 7) (Band 6: 12) (Band 7: 3) (Band 8: 2) Total students: 45
		Year Five TERM ONE (Band B: 4) (Band 1: 2) (Band 2: 1) (Band 3: 5) (Band 4: 6) (Band 5: 23) (Band 6: 18) (Band 7: 8) (Band 8: 8) (Band 9: 2) Total students: 79 TERM FOUR (Band 1: 3) (Band 2: 4) (Band 3: 2) (Band 4: 5) (Band 5: 22) (Band 6: 13) (Band 7:15) (Band 8: 17) (Band 9: 2) Total students: 83
		Year Six TERM ONE (Band 1: 6) (Band 2: 2) (Band 3: 3) (Band 4: 3) (Band 5: 4) (Band 6: 11) (Band 7:13) (Band 8: 27) (Band 9: 3) Total students: 72 TERM FOUR (Band 2: 1) (Band 3: 6) (Band 4: 4) (Band 6: 10) (Band 7:10) (Band 8: 17) (Band 9: 14) (Band 10: 3) Total students: 65

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1.1 Measurable Growth: The school sustains and grows processes for the systematic collection of a range of student outcome data including formative and summative assessments and work samples		<p><b>Best Start to NAPLAN 3 Valued Added Across Years</b> Growth between Kindergarten and Year 3: 9.61</p> <p><b>NAPLAN Valued Added Across Years</b> Growth between Year 3 and Year 5: 85.34</p>
1.2 Systematic implementation of the school curriculum: The implementation of new and existing syllabuses through programs shows a deep understanding of content and skills to be taught, and embedded literacy and numeracy concepts	<p>NESA Program Builder</p> <p>Release from Face to Face Teaching time</p>	<p>Use of NESA program builder: K–6 and collaborative planning (OC / Mainstream / Support Unit)</p> <p>Annotation of teaching programs to document adjustments that accommodate for student ability: Core, Extension and Support</p> <p>Teaching and learning programs informed by weekly Learning Support Team meetings, a whole school mechanism to track and respond to the needs of individual students</p>
1.3 Effective teaching practice: A collaborative and evidence-based teaching approach with effective methods identified, promoted and modelled, and students learning improvement monitored and demonstrating growth	<p>DoE PDP Proforma</p> <p>Release from Face to Face Teaching time</p> <p>DoE entitlement</p> <p>Professional Learning: After school &amp; staff development days</p>	<p>All teachers participate in a Face to face meeting with Principal to discuss PDP and reflect on Profession Learning that supports the achievement of professional goals.</p> <p>Numeracy &amp; Literacy allocation with two teachers, 1 hour each per day, teaching a small cohort of students</p> <p>L3 training and regular beginner teacher meetings to develop teacher capacity and focus on accreditation</p> <p>Introduction to Learning Sprints as a researched informed strategy to measure teacher impact on student</p>

## Next Steps

The school will continue to develop its capacity to track student growth longitudinally, with students monitored as they progress from year to year.

Whole school data will be used more effectively to plan for and engage students in learning interventions and initiatives.

Teachers will reflect on high impact and evidence based teaching strategies to progress an identified target group of students in the area of writing.

Teaching and Learning programs will incorporate Universal Design for Learning with a focus on reducing barriers to learning and improving student ability to access the curriculum, participate in learning activities and make progress.

Develop teacher capacity for short term programming that is responsive to the needs to individual students and student cohorts.

Engage in Learning Sprints to better adopt and embed the use of research–informed practice and evaluate impact through formative assessment.

Engage in Quality Teaching Rounds to refine teaching practices in partnership with the University of Newcastle.

Sustain the instructional model of 2 teachers, 1 hour each, per day, with numeracy & literacy teaching targeting a small cohort of students.



## Strategic Direction 2

### Quality Learning

#### Purpose

To engage every child with a differentiated, challenging, relevant curriculum with a focus on developing students as collaborative learners who effectively use critical and creative thinking to solve complex problems and are prepared to engage in a complex and dynamic society.

This is about creating a meaningful, inclusive and equitable whole school learning environment that encourages and supports a range of learning styles and abilities, sparks curiosity and passion for knowledge and understanding.

#### Overall summary of progress

An important aspect of differentiated learning is that students are motivated and engaged as learners who access a relevant, inclusive, challenging and interesting curriculum. A goal for 2019 was to increase the percentage of students who felt challenged in their English and Maths classes and also felt confident of their skills in these subjects. Data from the first Tell Them From Me (TTFM) survey conducted in March showed that 40% of students were placed in the desirable quadrant with high skills and high challenge. The second TTFM survey, conducted in September, saw a slight increase to 42%. Students feeling challenged in their English and Maths classes and feeling confident of their skills in these subjects will continue to be an area of focus.

In 2018 Ashfield Public School developed its capacity to engage every child with a differentiated curriculum through the Triple E (Engagement, Enrichment & Extension) program, which was expanded to include an Aboriginal Dance class, an afternoon Chinese class, an extra typing class, Spellodrome and Lego club. The Triple E program is aimed at providing every child with every opportunity to participate in school activities that meet their learning needs and interests across the full range of abilities. The use of Sentral was increased to document student participation in the Triple E program with a focus that every child is known and supported.

In 2018 the school also engaged every student in a one hour Future Focused Learning lesson through the Relief from Face to Face (RFF) teacher allocation. Future Focus was about improving the school's ability to deliver a challenging, relevant curriculum that develops students as collaborative learners who effectively use critical and creative thinking to solve complex problems and are prepared to engage in a complex and dynamic society.

To support robust enquiry based learning, a classroom was dedicated to Future Focused learning. It was resourced with a range of technology including Robotics kits and laptops. The classroom became a learning space for students to explore and use technology to enhance problem solving and critical thinking skills. The learning space adopted a flexible layout which was high engaging for the students. The Future Focused program also incorporated a design and make element.

Student wellbeing has been about sustaining and growing the school's capacity to support all students so that every child is known and cared for. In 2018 the increased use of Sentral via the Student Profile function greatly increased the school's capacity to collect and monitor data regarding student attendance and behaviour. The Student Profile function enabled data for a particular student to be quickly retrieved, with the achievements and learning needs of a particular child, and communication about this child readily available to all teachers.

Using the Positive Behaviour for Learning (PBL) framework, the school continued to support student behaviour through a three tiered system: Tier One (Wellbeing Choices), Tier Two (Group Interventions), and Tier Three (1:1 Interventions). PBL provides a shared process with clear expectations and procedures that enable staff to engage students for success.

An example of a Tier Two initiative was the Scoobie Triple E (Engagement, Extension and Enrichment) which was an initiative introduced to support the wellbeing of identified students. The students selected for Scoobie Club were identified as requiring some supplementary support in the area of social/emotional. The club provides these students with a regular opportunity to meet with an identified staff member who provides advice, support and assistance to help these students fulfil their potential. This opportunity is within a fun and engaging context of craft and Scoobie making.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2.1 Differentiated Learning and	Maths Olympiad \$263	Use of Sentral to document participation in Triple E initiatives

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Engagement: Teachers identify interests and talents of all students and monitor their participation in Triple E (extension, enrichment and engagement) activities	<p>Dance Eisteddfod \$122</p> <p>Recorder Books \$220</p> <p>Choir &amp; Drums \$5132</p> <p>Tournament of the Minds \$300</p> <p>Bell Shakespeare \$550</p> <p>Public Speaking \$300</p> <p>Zone Swimming \$564</p> <p>Zone Athletics \$535</p> <p>Zone Cross Country \$395</p> <p>Operation Art \$345</p> <p>ICAS Competition \$6474</p> <p>Athletics Carnival \$4496</p> <p>Swimming Carnival \$3000</p> <p>K-6 Swimming Program \$19 879</p>	<p>Triple E: Gifted and Talented initiatives</p> <p>Robotics Club, Robocup, Bell Shakespeare (Stage 3), Tournament of the Minds, International Competitions and Assessments for Schools (ICAS), Maths Olympiad</p> <p>Triple E: Curriculum initiatives</p> <p>Times Table Club, Typing Club, Computer Coding Club, Spellodrome</p> <p>Triple E: Creative Arts initiatives</p> <p>Aboriginal Dance Program, Dance Eisteddfod, Choir Eisteddfod, Recorder Club, Senior and Junior choir, Instrument Tuition</p> <p>Triple E: Public Speaking initiatives</p> <p>Inter-school debating, Multicultural Speaking, Public speaking inter-school competition, Sydney Eisteddfod</p> <p>Triple E: Premier's Challenges initiatives</p> <p>Premier's Sporting Challenge, Premier's Reading Challenge, Premier's Spelling Bee</p> <p>Triple E: Sport initiatives</p> <p>Zone Carnivals: Cross Country, Athletics &amp; Swimming</p>
2.2 Future focused learning: Sustain and grow the school's capacity to collect and apply data about the range of student ability regarding deep knowledge and understanding	<p>Laptops \$4928</p>	<p>Future Focused program introduced with 78% of students (TTFM survey) perceiving the value of collaborative learning</p> <p>Purchase of 10 laptops to support research based tasks during Future Focus lessons</p> <p>Purchase of Spheros and Dash 'n Dot technology</p> <p>K-6 deep dive into effective communication skills with focus on clearly articulating complex ideas using a mode and method that effectively engage an audience</p> <p>K-6 Scientific Investigation with a focus on Fair Testing and applying communication skills to articulate results to an audience</p> <p>All students, K-6, engaged in hands on learning for Robotics with student progress reported to parents in the area</p>
2.3 Student Wellbeing: The school systematically monitors data relating to student attendance and other behavioural data to provide evidence of an	<p>Outdoor Table Tennis \$1354</p>	<p>The installation of an outdoor table tennis table (a donation from the SRC) in the Kindergarten Courtyard an active activity for Break Time.</p> <p>Ongoing update of the school bell system with 30 second soundbites played the music current and</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
increasing strategic and planned approach to whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn		<p>popular with students and teachers</p> <p><i>Tier One Wellbeing initiatives</i></p> <p>Star Wars Dress Up Day</p> <p>Halloween Disco</p> <p>Bring and Buy Sale</p> <p>P&amp;C Movie Night</p> <p>Completion of Tell Them From Me Survey (Years 4–6) to obtain data on student wellbeing</p>

## Next Steps

Further expansion of the Triple E initiative to include an after school weekly Ukulele Cub and a weekly dance class.

Take a deep dive into a particular Triple E initiative to understand its impact on student engagement and student progress in literacy and numeracy.

Continue Future Focused program with a Term One emphasis on Philosophy and Socratic thinking.

Analysis of feedback about Future Focused Learning from students obtained via Student Led Conference assessments informs further teaching.

Introduction of Character Strengths to enhance the 10 wellbeing choices by expanding the language used to understand positive behaviour for learning.

Develop Universal Design for Learning with a focus on multiple means of representation to give learners various ways of understanding wellbeing.

Professional Learning, parent forums & whole school communication on Universal Design for Learning.

## Strategic Direction 3

### Quality Practice

#### Purpose

To implement efficient management practices and maintain partnerships with colleagues, families and the community that

support teaching and learning practices that are productive and inclusive.

This is about delivering a quality education underpinned by strong organisational structures and effective collaborative practices with a focus on efficient allocation of resources, effective health and safety practices and embracing diversity.

#### Overall summary of progress

Throughout 2018 Ashfield Public School the leadership team led a whole school culture of high expectations and productive community engagement to drive a whole school culture of high performance culture with a clear focus on student progress and achievement and high quality teaching.

For example, in 2018 the school leadership team worked with a community partner, the Rev. Bill Crews Exodus Foundation, to establish a Literacy Program which targeted students not meeting minimum proficiency in reading. This was about the school's commitment to closing equity gaps for identified students so that their progress was equivalent to the progress and achievement of other students in the school. Data from this Literacy Program showed a significant growth in reading comprehension as measured via Star Reader.

Also throughout 2018 the principal and school leadership team engaged in instructional leadership with a focus on modelling the effective use of learning intentions and success criteria to achieve high engagement. In particular, school leaders demonstrated the use of explicit teaching to support students to access complex content and concepts.

Effective management practices have focused on creating and maintaining an orderly, safe, well-resourced environment in which all staff and students feel connected, valued and supported.

In 2018 a review of the physical space in the school resulted in the reorganisation of some parts of the school to create new learning, office and meeting spaces.

Effective management practices also included an update of the school induction process for new staff and visitors. The use of Sentral at the front desk of the Office was introduced as an online process to track arrivals and departures of visitors.

A review and update of school publications including the *Responding to Behaviour and the School Induction for Staff and Visitors* was about improving how responsibilities, behavioural expectations, school structures, and processes are communicated and understood.

Effective management practices also focused on the preparation of the school budget and managing the school's finances using the new Department of Education budgeting tool. School administration and executive staff participated in training to learn how to use the new tool.

As part of a well run school that effectively engages the individual needs of students, speech therapists and occupational therapists continued to work in classrooms supported by parent and teacher collaboration. Teachers also participated in National Insurance Disability Scheme (NDIS) planning meetings and meetings with Family and Community Services (FaCs) to collaborate and provide advice regarding enhancing the participation and learning of students with disability and/or special needs..

The school also developed its capacity to make supplementary, substantial and extensive adjustments to engage the physical, social/emotional and sensory needs. These adjustments are based on knowledge of students' physical, social and intellectual development and relate to the Nationally Consistent Collection of Data on School Students with Disability (NCCD). There was a focus on teachers using professional judgement and practices throughout the year and supporting students with disability to access and participate in education on the same basis as other students. The use of Sentral was increased to document and communicate adjustments.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
3.1 Management practices: Management practices enable resources to be applied in a targeted manner to meet the learning and wellbeing needs of all students.	\$2200	<p>A panel convened with the hiring of a new General Assistant.</p> <p>Maintenance in the Wangal playground commenced to replace a retaining wall.</p> <p>– Relocation of the counsellor's office to a refurbished storeroom in B Block.– Conversion of the former counsellor's office to a shared office for the principal and the school administration officers.– Conversion of a storeroom in B Block to a new office for assistant principals and QTSS teacher.– Conversion of the principal's office to a meeting room, a laptop display onto a mounted television.</p> <p>Conversion of a storeroom to a print room– Establishment of 4 new demountable classrooms</p>
3.2 Inclusive Practice: Agile teaching and support practices enable students with a disability to have the same educational opportunities as other children	\$5000	<p>Relocation of two out of the three Support Unit Classrooms to facilitate collaborative practice between mainstream and support unit teachers and students. The refurbishment of a toilet to an accessible toilet/shower facility supported the relocation of the classrooms.</p> <p>Training update for teachers on NCCD and the required documentation to show adjustments to meet learning needs.</p> <p>Teachers participating in National Disability Insurance Scheme (NDIS) meeting and providing input on allocation of resources</p> <p>Individual Education Plans and Personalised Learning Pathways (PLPs) for Aboriginal students written in consultation with students and parents, support the differentiation of teaching and learning programs</p>
3.3 Educational leadership: The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement	Beginning Teachers \$22000	<p>Establishment of a Literacy Program with Rev. Bill Crews Exodus Foundation Literacy Program. Includes bus pick up and breakfast provided for participating students.</p> <p>Beginning teacher mentor program with meetings to plan for and work towards achieving accreditation requirements.</p> <p>Principal and school leaders model lessons with a focus on demonstrating explicit teaching practices in the area of high challenge, high skill development. An impact has been increased teacher capacity</p> <p>Homework club with tutors from the University of Western Sydney</p>

## Next Steps

Introduce School Interviews as an online booking system for Parent/Teacher interviews with link published via School Enews

Conduct the tender process to establish a school canteen

Grants used to:

- upgrade the PA system to accommodate the demountable classrooms
- renovate the Harmony Garden
- replace the shade cloth and lay softfall in the Wangal playground

Align the Individual Education Plan (IEP) and Behaviour Support Plan process across the school with all reviews completed at the Term 1 / Week 9 Parent/Teacher Interview.

Develop a whole school timetable with students enrolled in the Support Unit to learn alongside their peers in mainstream classes.

Consult with Inclusive Schools to develop teacher strategies that engage students based on knowledge of students' physical, social and intellectual development.

Introduce a weekly meeting for Student Learning Support Officers with a focus on building their efficacy and capacity to understand and respond to wide range of students' needs and ability.

Sustain instructional leadership practices, with recommencement in Term 2, 2019. In particular there will be a continued focus on challenging content and high skill development in the area of writing.

Introduce High Impact Professional Learning network with local community of schools working collaboratively to improve teaching strategies.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2939	<p>Djuma Junior Art program held at the Art Gallery of NSW</p> <p>Swimming lessons Years 2–5 to build basic skills</p> <p>Participation in PSSA 3–6 to develop capacity for collaboration and specific sport skills</p> <p>Regular Deadly Kids column in the newsletter to communicate culture</p> <p>Yarn Up public speaking for Aboriginal students to increase self– confidence and public speaking skills</p> <p>Breakfast club program to improve attendance and reading levels</p> <p>After hours dance program to engage students in Aboriginal culture and skills</p> <p>Social interaction with parents to build strong relationships</p>
<b>English language proficiency</b>	<p>Training and development for EAL/D teacher \$465</p> <p>EAL/D network meetings– 1 per term</p> <p>RAM allocation 1.0</p> <p>EAL New Arrivals Program 1.5 (FTE)</p> <p>\$104 113 (staffing costs)</p>	<p>EAL/D specialist staff and a classroom teacher attended professional development on bridging the gap for EAL/D learners. This session equipped teachers with current EAL/D pedagogy, resources and strategies to improve student outcomes.</p> <p>EAL/D network meetings provided collaborative professional development on current practice. This included sharing effective teaching strategies and maintaining high expectations for EAL/D students. For example, content for EAL/D students should not be simplified, but instead amplified to facilitate comprehension. Also, enhancements rather than adjustments contribute to student success.</p> <p>EAL/D specialist staff conducted professional development on using the EAL/D learning progression, the identifier tool, and the ESL Scales. Teachers felt confident in their ability to identify English language proficiency according to the EAL/D learning progression. This has enabled teachers to track student growth and plan for the next progression.</p> <p>Newly arrived students received direct support five days a week. Progress was monitored via a New Arrivals assessment effect size spreadsheet used to calculate the growth of targeted students. The data showed that 94% of targeted students made growth in reading/viewing. 46% of targeted students achieved significant growth in writing. All students made growth in the area of speaking and listening.</p> <p>Further development and refinement of the EAL/D Identifier Tool aligned the ESL scales</p>

<b>English language proficiency</b>	<p>Training and development for EAL/D teacher \$465</p> <p>EAL/D network meetings– 1 per term</p> <p>RAM allocation 1.0</p> <p>EAL New Arrivals Program 1.5 (FTE)</p> <p>\$104 113 (staffing costs)</p>	<p>with the Learning Progressions and the Curriculum Outcomes. The strand that was targeted was writing, with the sub strands of Creating Texts, Grammar, Spelling and Punctuation being the focus. This allowed for EAL/D teachers to create small learning goals for each student to achieve based on their current needs and provided a method to track students growth in writing.</p> <p>The EAL/D evaluation framework was used to measure the impact of the whole school's EAL/D student support strategy. This framework will be used to inform strategic directions within the annual school planning process including writing the EAL/D Milestones.</p>
<b>Low level adjustment for disability</b>	<p>\$64 029</p> <p>(staffing costs)</p>	<p>A teacher was employed 3 days per week to join the Learning and Support Team. This increased the efficiency of the team to engage in a strategic approach to learning support across the school.</p> <p>The teacher had a high impact on the efficiency of the team to understand the scope of learning needs at the school and effectively responds to the range of issues.</p> <p>Achievements for 2018 included:</p> <p>Leading the online documentation via Sentral of NCCD to show adjustments being made to engage individual students.</p> <p>Increasing the number of intervention programs to target literacy and numeracy with a focus on the acquisition of basic skills.</p> <p>Collaboration with classroom teachers to allocate resources, manage data and track student progress.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$85 372</p> <p>(staffing costs)</p>	<p>The Quality Teaching, Successful Students (QTSS) teacher allocation of 4 days per week was used to mentor beginning teachers. For example, the QTSS teacher helped teachers set individual professional goals for their teachers Performance Development Plans.</p> <p>The QTSS teacher also led the Measurable Growth section of the Ashfield Public School plan which used a whole school assessment schedule to collect, analyse and apply students performance data. The QTSS teacher led this process of using data to improve teaching and learning with a particular emphasis on Writing. A positive impact was an increased capacity of teachers to use data to review teaching programs and make adjustments to address individual student needs.</p> <p>A specific example of data use was the collection of data in the areas of reading, writing, number</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	\$85 372  (staffing costs)	and algebra. In each of these areas, students were identified as working below, at or above benchmark. The data informed the review of the School Plan with the planning of professional development, the identification of specific areas to allocate funds, and the identification of individual students requiring additional support. The data also tracked the impact of teaching and school systems on student outcomes in these areas.
<b>Socio-economic background</b>	\$17 718	<p>The funding was used to enable students from low socio-economic backgrounds to participate in a range of school activities. The activities that were funded provided the opportunity for all students to develop specific skills such as those taught in the swimming program; and to participate in authentic learning situations to develop social skills including school camp.</p> <p>Supporting families by providing school uniforms was about helping students connect, thrive and succeed with a sense of identity and belong to the school community.</p> <p>Ashfield Public School focuses on reducing the achievement gap for students from low socio-economic status backgrounds by providing a range of academic and social opportunities for student growth and progress.</p>
<b>Support for beginning teachers</b>	Casual Relief Teachers \$66 560 Course Costs \$4 313	<p>Mentoring structures and collaborative practices supported beginning teachers with each teacher being allocated an Assistant Principal/experienced teacher mentor. Beginning teachers were provided with two days release from face to face teaching (RFF) per term to support with planning, programming and reporting.</p> <p>Accreditation meetings were conducted on a regular basis, two to three times per term. These meetings were led by an Assistant Principal and supported beginning teachers in their understanding of the accreditation process. Teachers discussed their knowledge, practice and professional engagement across all seven standards as outlined in The Australian Professional Standards for Teachers. They evaluated and reflected upon evidence collected.</p> <p>In class, mentoring was conducted by the Quality Teaching Successful Students (QTSS) Teacher. This supported teachers with Literacy Programs, particularly with the reading process and developing guided reading groups. Assistant Principals provided instructional leadership with demonstration lessons and feedback from</p>

<b>Support for beginning teachers</b>	<p>Casual Relief Teachers</p> <p>\$66 560</p> <p>Course Costs</p> <p>\$4 313</p>	<p>lesson observations.</p> <p>Teachers accessed professional learning to build student engagement including:</p> <ul style="list-style-type: none"> <li>– Language, Learning and Literacy (L 3) Training</li> <li>– Rock and Water Program (self-awareness)</li> <li>– Differentiation in the mainstream classroom</li> <li>– EAL/D course: Bridging the Gap</li> <li>– Engaging students with hearing impairment</li> <li>– Netball accreditation</li> <li>– Implementing Science K–6 syllabus</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	168	190	222	259
Girls	137	180	220	235

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97	96	94.3	95.2
1	94.6	95.9	95.7	95.3
2	96.4	95.3	93.2	95
3	94.4	94.3	95.4	95.3
4	96.2	93.6	94.6	94.1
5	96.7	95.7	94.7	95.2
6	96.7	96.3	92.5	93.5
All Years	96	95.4	94.3	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

*(From the Ashfield Public School Student Attendance Implementation Strategy 2018)*

The most effective means for restoring and maintaining regular school attendance includes attendance monitoring practices and regular follow-up of unexplained absences by contacting parents on the same day or the following day of an absence. Resolution of school attendance difficulties may require more targeted school based strategies including:

- Meeting with the student and parent/s
- Referral to the school's Learning and Support Team

– Development of a school-based attendance improvement plan with the student and parents

– Engaging identified groups of students in programs that support regular attendance and punctuality

– Referral to the school counsellor

The school identifies if other agencies are involved with the family and liaises with them when a student's attendance is of concern. If a range of school based interventions has been unsuccessful in resolving attendance difficulties, the principal requests support by making an application to the Home School Liaison Program.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.74
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	1
School Administration and Support Staff	6.96
Other Positions	0.6

\*Full Time Equivalent

As part of mandatory reporting, in 2018 no Aboriginal or Torres Strait Islander person was a member of the workforce at Ashfield Public School.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

### Professional learning and teacher accreditation

**Aim of Professional Development 2018 at Ashfield Public School**

To inform the professional practice of teachers with a focus on the Improvement Measures / Products of the Ashfield Public School Plan

## Area One

### Objective

Develop teachers' capacity to achieve consistency between the various elements of the school's curriculum including NESA syllabus outcomes, scope and sequence, teaching programs, assessment records and samples of student work

### Indicators

– Teaching and learning programs as dynamic documents that show evidence of revisions– Consistent and reliable student assessment– Continuous tracking of student progress and achievement– Evaluation of the effectiveness of programming including considering ways to focus on selecting and sequencing learning experiences that cater for the diversity of student learning needs in a particular year and/or stage.– Characteristics of EAL/D learners to recognise and address the needs of students from culturally and linguistically diverse backgrounds– Identification, assessment, tracking and reporting on EAL/D students– EAL/D program delivery and related teaching practices. Accessing translation services.– Explicitly teaching literacy and numeracy at all levels of achievement, in all subject areas, with success that can be – measured by improved student progress and achievement data.– Programs to show clear links to EAL/D and Learning Support interventions.– Learning Sprints – Effective programming in action: Revisions based on feedback on teaching practices.

## Area Two

### Objective

Improve teaching practices through research based strategies.

### Indicators

– Using Data with Confidence– Analysing data to improve student learning– Teaching quality: effective teaching practices for improving student achievement– Evidence guide for proficient teacher standards– Maintenance of teacher accreditation policy– How schools can improve literacy and numeracy performance and why it (still) matters

### Objective Three

### Objective

All staff to be up-to-date with DoE mandatory requirements for all policies and procedures.

### Indicators

– Induction Course– Annual Child Protection Update and Child Protection Awareness, and Code of

Conduct– CPR, Anaphylaxis, Emergency Care, and Asthma

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	210,753
<b>Revenue</b>	5,348,576
Appropriation	4,962,998
Sale of Goods and Services	2,083
Grants and Contributions	379,988
Gain and Loss	0
Other Revenue	975
Investment Income	2,533
<b>Expenses</b>	-5,117,216
Recurrent Expenses	-5,117,216
Employee Related	-4,510,383
Operating Expenses	-606,834
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	231,359
<b>Balance Carried Forward</b>	442,113

The Department of Education's Financial Management in Schools Handbook guides the financial management and related administrative activities of the school including:

- Reporting and end of year activities
- Sources of funding
- Budgeting and forecasting
- Receipting and banking
- Procurement and payments
- Asset and equipment management
- Payroll

The school maintains appropriate internal controls to ensure the:



– accuracy, reliability and integrity of accounting and administrative transactions

– safeguarding of assets

– efficient and effective operation of accounting and related administrative systems. The expenditure of funds is linked to the strategic directions of the School Plan and budgets that enable the successful operation of the school. Funds carried forward will be used to pay outstanding accounts, including casual teacher relief salaries and staff salaries.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,479,645
Base Per Capita	88,795
Base Location	0
Other Base	3,390,849
<b>Equity Total</b>	283,842
Equity Aboriginal	4,097
Equity Socio economic	17,718
Equity Language	154,182
Equity Disability	107,844
<b>Targeted Total</b>	675,654
<b>Other Total</b>	194,174
<b>Grand Total</b>	4,633,315

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

### Year Three and Five: Literacy

#### Year 3 Reading

50.85% of students were placed in the top 2 bands for Reading. On average the Year 3 cohort performed below a statistically similar school group and the state. The needs of the Year 3 cohort were assessed and strategies developed for improvement.

#### Year 5 Reading

61.7% of students were placed in the top 2 bands for Reading. On average the Year 5 cohort performed above a statistically similar school group and the state. From the 2016 NAPLAN to the 2018 NAPLAN, 74.6% of students achieved at or above expected growth in Reading.

#### Year 3 Writing

48.28% of students were placed in the top 2 bands for Writing. On average the Year 3 cohort performed below a statistically similar school group and the state. The needs of the Year 3 cohort were assessed and strategies developed for improvement.

#### Year 5 Writing

31.65% of students were placed in the top 2 bands for Writing. On average the Year 5 cohort performed above a statistically similar school group and the state. From the 2016 NAPLAN to the 2018 NAPLAN, 58.0% of students achieved at or above expected growth in Writing.

#### Year 3 Grammar and Punctuation

49.15% of students were placed in the top 2 bands for Grammar and Punctuation. On average the Year 3 cohort performed below a statistically similar school group, but above the state. The needs of the Year 3 cohort were assessed and strategies developed for improvement.

#### Year 5 Grammar and Punctuation

62.96% of students were placed in the top 2 bands for Grammar and Punctuation. On average the Year 5 cohort performed above a statistically similar school group and the state. From the 2016 NAPLAN to the 2018 NAPLAN, 66.2% of students achieved at or above expected growth in Grammar and Punctuation.

### Year 3 Spelling

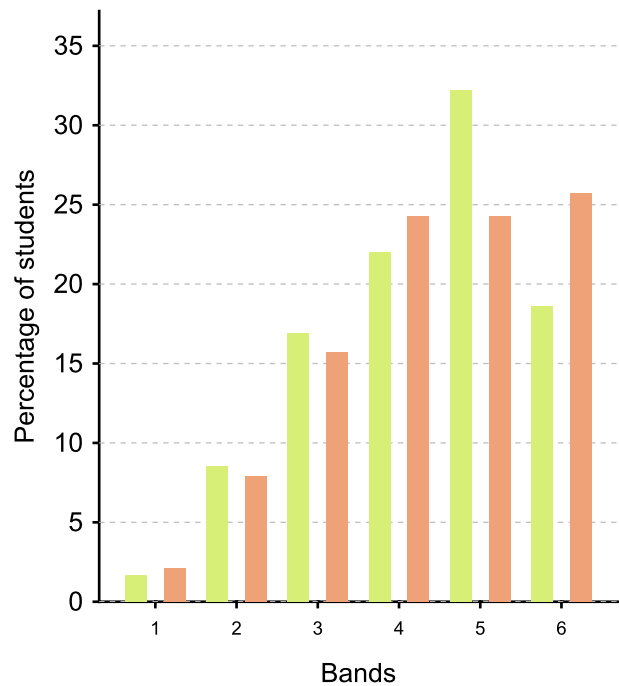
53.93% of students were placed in the top 2 bands for Spelling. On average the Year 3 cohort performed below a statistically similar school group, but above the state. The needs of the Year 3 cohort were assessed and strategies developed for improvement.

### Year 5 Spelling

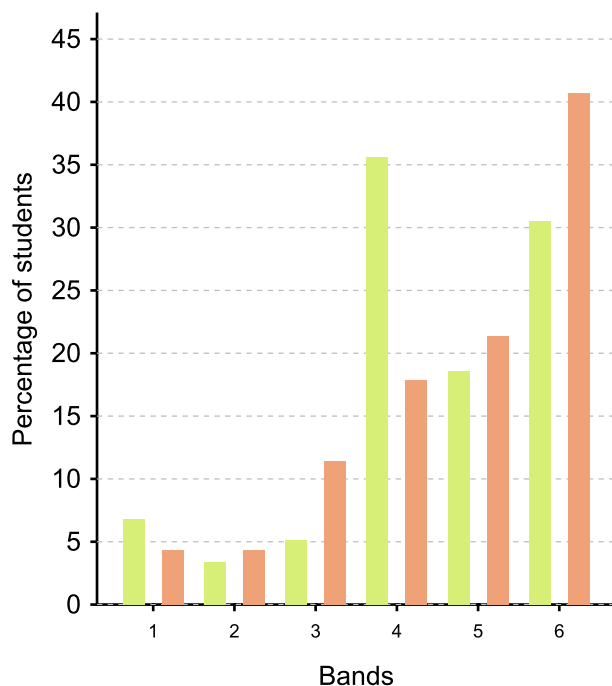
65.43% of students were placed in the top 2 bands for Spelling. On average the Year 5 cohort performed above a statistically similar school group and the state. From the 2016 NAPLAN to the 2018 NAPLAN, 76.1% of students achieved at or above expected growth in Spelling.

### Percentage in bands:

#### Year 3 Reading



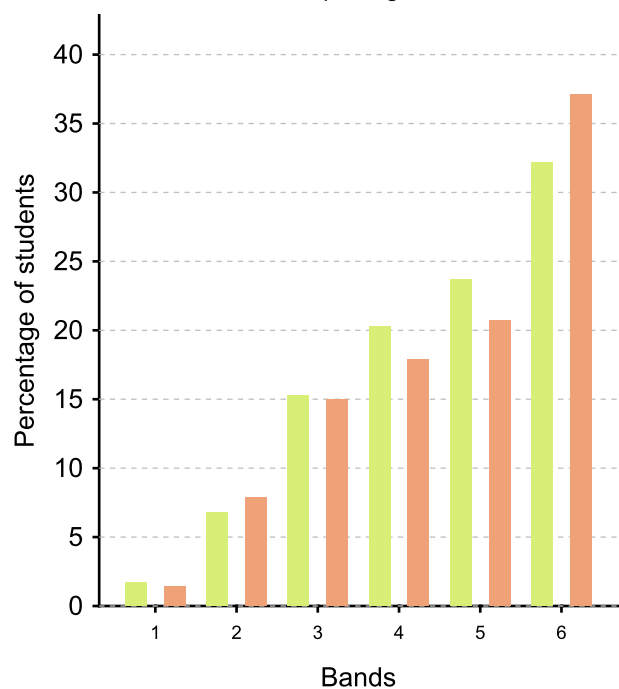
### Percentage in bands: Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

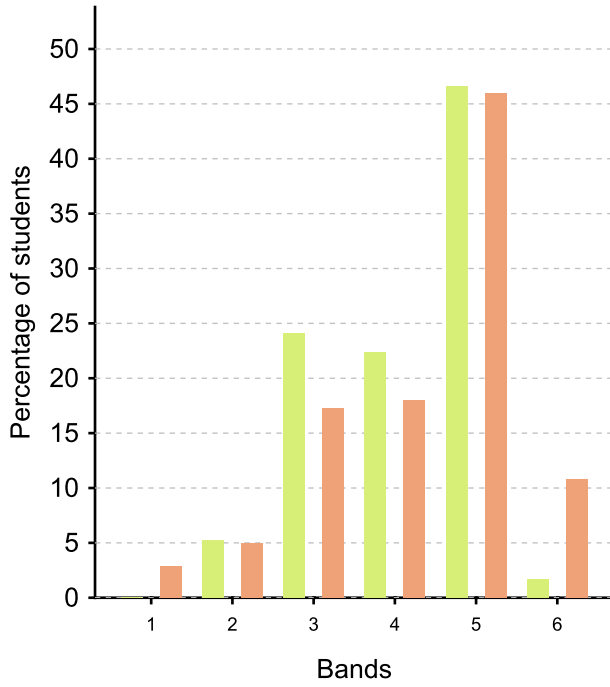
### Percentage in bands:

#### Year 3 Spelling



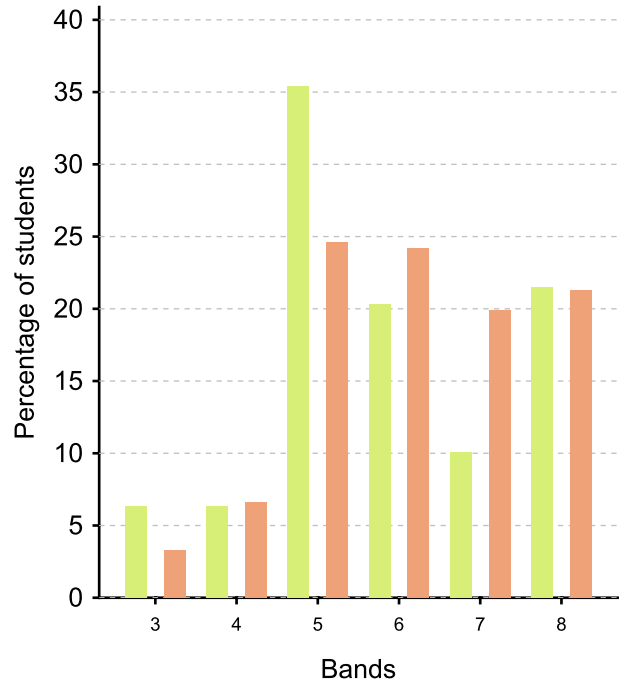
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing



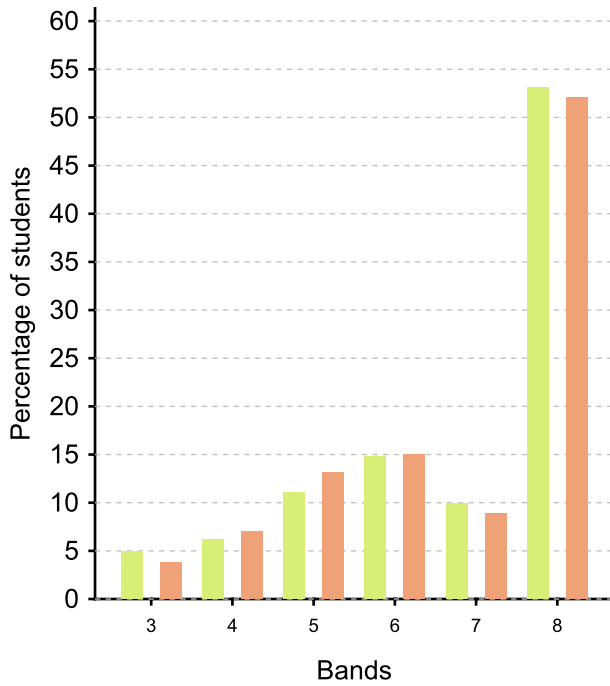
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



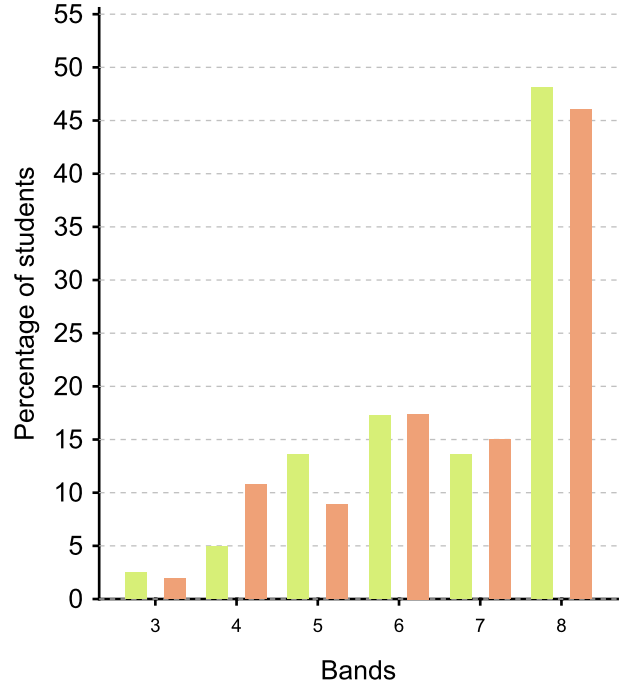
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Grammar & Punctuation



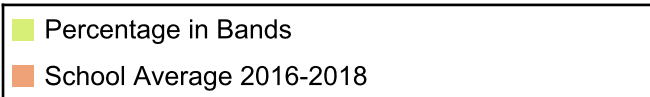
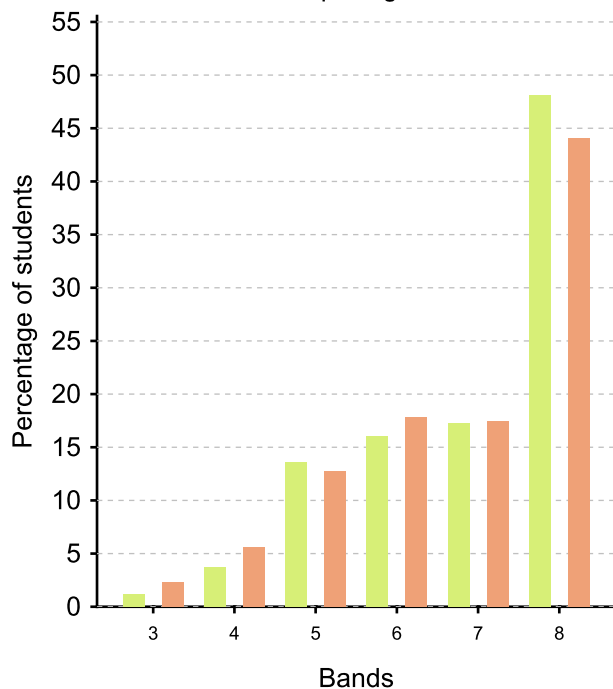
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Reading

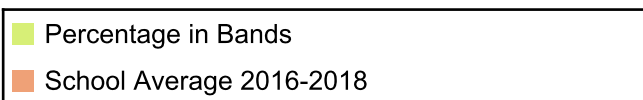
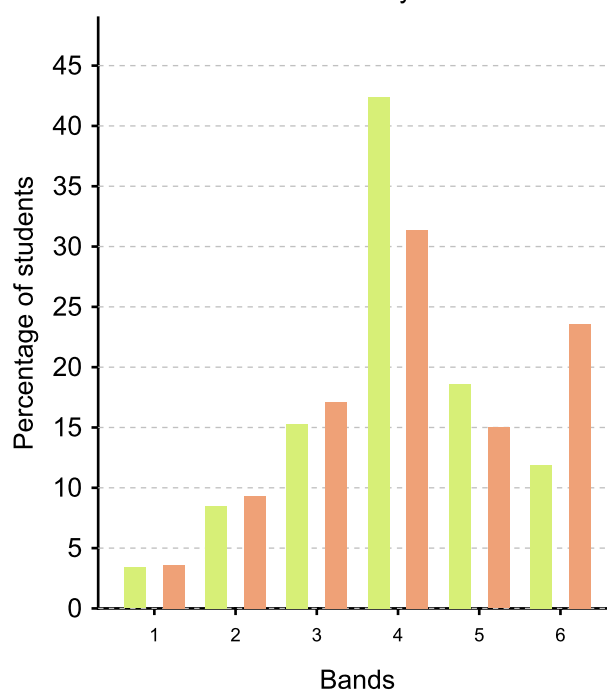


Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 3 Numeracy



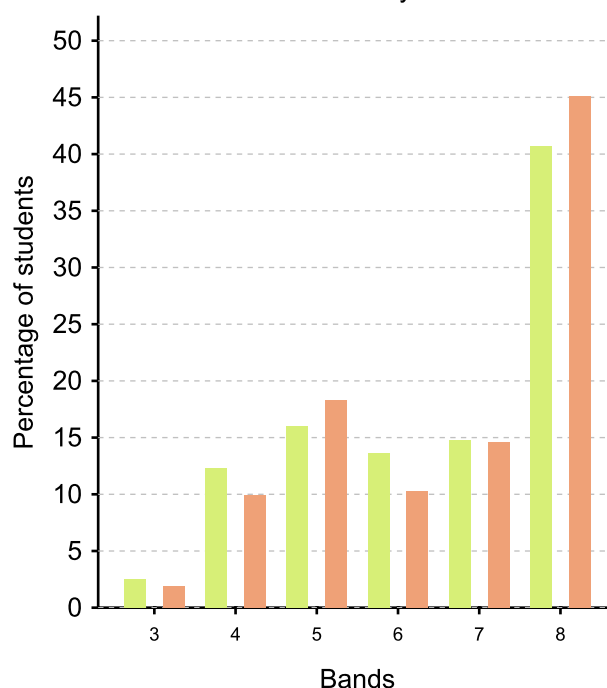
### Year 3 Numeracy

81.67% of students were placed in the top 2 bands for Numeracy. On average the Year 3 cohort performed below a statistically similar school group, but above the state. The needs of the Year 3 cohort were assessed and strategies developed for improvement.

### Year 5 Numeracy

55.56% of students were placed in the top 2 bands for Numeracy. On average the Year 5 cohort performed above a statistically similar school group and the state. From the 2016 NAPLAN to the 2018 NAPLAN, 63.4% of students achieved at or above expected growth in Numeracy.

**Percentage in bands:**  
Year 5 Numeracy



1. The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school

## Premiers Priorities

The Premiers Priorities include increasing the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019:

2020 NSW target – 35.2% 2018 NSW result – 34.4%

At Ashfield Public School the total average percentage result of students performing in the Top 2 Bands for 2018 was:

Total school average – 51.07%

Growth 2015–2019 at Ashfield Public School *NAPLAN 3 Numeracy Average*

41.03% (2015) 40.54% (2016) 47.73% (2017) 30.51% (2018)

*NAPLAN 5 Numeracy Average*

19.23% (2015) 56.72% (2016) 67.69% (2017) 55.56% (2018)

*NAPLAN 3 Reading Average*

53.85% (2015) 54.05% (2016) 45.45% (2017) 50.85% (2018)

*NAPLAN 3 Reading Average*

34.62% (2015) 55.22% (2016) 66.15% (2017) 61.73% (2018)

## Parent/caregiver, student, teacher satisfaction

### PARENT SURVEY

A survey, Partners in Learning by the NSW CESE Project, was made available to parents at Ashfield Public School between 12th September 2018 and 25th October 2018. There were 78 respondents.

The survey included seven separate measures which were scored on a ten-point scale from strongly agree to strongly disagree

0 – strong disagreement 5 – neither agree or disagree 10 – strong agreement

#### PARENTS FEEL WELCOME

School Mean (7.5) NSW Government Mean (7.4)

I feel welcome in the school: 7.2 I can easily speak with my child's teachers: 8.0 Teachers listen to concerns I have: 7.7 I can easily speak with the school principal: 8.0

#### PARENTS ARE INFORMED

School Mean (6.5) NSW Government Mean (6.6)

I am well informed about my child's progress in school subjects: 5.9 If there were concerns with my child's behaviour at school, the teacher would inform me immediately: 7.4 I am informed about opportunities concerning my child's future: 6.4 I am informed about my child's social and emotional development: 5.9

#### PARENTS TALKED WITH A TEACHER

School Mean (6.2) NSW Government Mean (6.3)

Discuss how well your child is doing in his or her classes: 5.2 Ask about any challenges your child might have at school: 5.9 Encourage your child to do well at school: 7.1 Praise your child for doing well at school: 7.1

#### SCHOOL SUPPORTS LEARNING

School Mean (6.8) NSW Government Mean (7.3)

Teachers have high expectations for my child to succeed: 6.9 Teachers show an interest in my child's learning: 6.9 My child is encouraged to do his or her best work: 7.6 Teachers take account of my child's needs, abilities, and interests: 6.9

#### SCHOOL SUPPORTS POSITIVE BEHAVIOUR

School Mean (7.8) NSW Government Mean (7.7)

Teachers expect my child to pay attention in class: 7.8 Teachers maintain control of their classes: 7.4 My child is clear about the rules for school behaviour: 8.6 Teachers devote their time to extra-curricular activities: 7.4

#### SAFETY AT SCHOOL

School Mean (7.7) NSW Government Mean (7.4)

Behaviour issues are dealt with in a timely manner: 7.2 My child feels safe at school: 7.4 My child feels safe going to and from school: 8.2 The school helps prevent bullying: 7.9

#### INCLUSIVE SCHOOL

School Mean (7.3) NSW Government Mean (6.7)

Teachers help students who need extra support: 7.3 Teachers try to understand the learning needs of students with special needs: 7.3 School staff take an active role in making sure all students are included in school activities: 7.5 Teachers help students develop positive friendships: 7.2

### TEACHER SURVEY

A teacher survey, Focus on Learning by the NSW CESE Project, was made available to teachers at Ashfield Public School between 12th September 2018 and 19th October 2018. There were 32 respondents. The survey included ten separate measures which were scored on ten-point scale from strongly agree to strongly disagree.

0 – strong disagreement 5 – neither agree nor

disagree10 – strong agreement

## **LEADERSHIP**

School Mean (7.5) NSW Government Mean (7.1)

School leaders have helped me establish challenging and visible learning goals for students: 7.2 School leaders have helped me create new learning opportunities for students: 7.7 School leaders have helped me improve my teaching: 7.3 School leaders have provided guidance for monitoring student progress: 8.2

## **COLLABORATION**

School Mean (8.2) NSW Government Mean (7.8)

I work with other teachers in developing cross-curricular or common learning opportunities: 8.3 I talk with other teachers about strategies that increase student engagement: 8.6 Other teachers have shared their learning goals for students with me: 8.0 Teachers in our school share their lesson plans and other materials with me: 8.0

## **LEARNING CULTURE**

School Mean (8.5) NSW Government Mean (8.0)

I give students written feedback on their work: 8.1 Students become fully engaged in class activities: 8.2 I am effective in working with students who have behavioural problems: 8.1 I set high expectations for student learning: 9.2

## **DATA INFORMS PRACTICE**

School Mean (8.1) NSW Government Mean (7.8)

My assessments help me understand where students are having difficulty: 8.1 I regularly use data from formal assessment tasks to decide whether a concept should be taught another way: 7.9 I use results from formal assessment tasks to inform my lesson planning: 8.5 I give students feedback on how to improve their performance on formal assessment tasks: 7.9

## **TEACHING STRATEGIES**

School Mean (8.4) NSW Government Mean (7.9)

I help students set challenging learning goals: 8.4 My students are very clear about what they are expected to learn: 8.0 Students receive feedback on their work that brings them closer to achieving their goals: 8.7 I discuss with students ways of seeking help that will increase learning: 8.4

## **TECHNOLOGY**

School Mean (7.1) NSW Government Mean (6.7)

I use computers or other interactive technology to give students immediate feedback on their learning: 6.6 Students have opportunities to use computers or other interactive technology to analyse, organise, and

present subject matter: 6.5 I help students use computers or other interactive technology to undertake research: 7.4 I work with students to identify a challenging learning goal relevant to the use of interactive technology: 7.6

## **INCLUSIVE SCHOOL**

School Mean (8.4) NSW Government Mean (8.2)

I am regularly available to help students with special learning needs: 8.0 I strive to understand the learning needs of students with special learning needs: 8.9 I make an effort to include students with special learning needs in class activities: 8.8 I use individual education plans to set goals for students with special learning needs: 8.3

## **PARENT INVOLVEMENT**

School Mean (7.8) NSW Government Mean (6.8)

I share students' learning goals with their parents: 8.2 I use strategies to engage parents in their child's learning: 7.8 Parents understand the expectations for students in my class: 7.7 Parents are regularly informed about their child's progress: 7.9

## **STUDENT SURVEY**

A student survey, Tell Them From Me by the NSW CESE Project, was completed by students from Years 4 to 6 at Ashfield Public School

Snapshot One: 13th March and 28th March 2018  
Snapshot Two: 16th September and 20th September 2018

The number of students by year level is:

Year 4: Snapshot One (46) Snapshot Two (32)  
Year 5: Snapshot One (78) Snapshot Two (77)  
Year 6: Snapshot One (72) Snapshot Two (61)

## **STUDENT PARTICIPATION IN SCHOOL SPORTS**

Snapshot One

75% of students had a high rate of participation in sport.

Snapshot Two

79% of students had a high rate of participation in sport.

The NSW Government norm is 83%

## **STUDENT PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES**

Snapshot One

78% of students had a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.



## Snapshot Two

67% of students had a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.

The NSW Government norm is 55%

### *STUDENT WITH A POSITIVE SENSE OF SELF BELONGING*

#### Snapshot One

76% of students feel accepted and valued by their peers and by others at their school.

#### Snapshot Two

74% of students feel accepted and valued by their peers and by others at their school.

The NSW Government norm is 81%

### *STUDENTS WITH POSITIVE RELATIONSHIPS*

#### Snapshot One

85% of students have friends at school they can trust and who encourage them to make positive choices.

#### Snapshot Two

82% of students have friends at school they can trust and who encourage them to make positive choices.

The NSW Government norm is 85%

### *STUDENTS THAT VALUE SCHOOLING OUTCOMES*

#### Snapshot One

88% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

#### Snapshot Two

91% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

The NSW Government norm is 96%

### *STUDENTS WITH POSITIVE HOMEWORK BEHAVIOURS*

#### Snapshot One

60% of students do homework for their classes with a positive attitude and in a timely manner.

#### Snapshot Two

58% of students do homework for their classes with a positive attitude and in a timely manner.

The NSW Government norm is 63%

### *STUDENTS WITH POSITIVE BEHAVIOUR AT SCHOOL*

#### Snapshot One

93% of students that do not get in trouble at school for disruptive or inappropriate behaviour.

#### Snapshot Two

92% of students that do not get in trouble at school for disruptive or inappropriate behaviour.

The NSW Government norm is 83%

### *STUDENTS WHO ARE INTERESTED OR MOTIVATED*

#### Snapshot One

76% of students are interested and motivated in their learning.

#### Snapshot Two

76% of students are interested and motivated in their learning.

The NSW Government norm is 78%

### *EFFORT*

#### Snapshot One

80% of students try hard to succeed in their learning.

#### Snapshot Two

83% of students try hard to succeed in their learning.

The NSW Government norm is 88%

### *EFFECTIVE LEARNING TIME*

#### Snapshot One

7.6 of students identify that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

#### Snapshot Two

7.5 of students identify that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

The NSW Government norm is 8.2

### *RELEVANCE*

#### Snapshot One

7.7 of students find classroom instruction relevant to their everyday lives.

#### Snapshot Two

7.1 of students find classroom instruction relevant to their everyday lives.

The NSW Government norm is 7.9

#### *RIGOUR*

##### Snapshot One

7.7 of students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

##### Snapshot Two

7.4 of students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

The NSW Government norm is 8.2

#### *STUDENTS WHO ARE VICTIMS OF BULLYING*

##### Snapshot One

25% of students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.

##### Snapshot Two

25% of students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.

The NSW Government norm is 36%

#### *ADVOCACY AT SCHOOL*

##### Snapshot One

7.2 of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

##### Snapshot Two

7.1 of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

The NSW Government norm is 7.7

#### *POSTIVE TEACHER-STUDENT RELATIONS*

##### Snapshot One

7.9 of students feel teachers are responsive to their needs and encourage independence with a democratic approach.

##### Snapshot Two

7.4 of students feel teachers are responsive to their needs and encourage independence with a democratic approach.

The NSW Government norm is 8.4

#### *POSTIVE LEARNING CLIMATE*

##### Snapshot One

6.7 of students understand there are clear rules and expectations for classroom behaviour.

##### Snapshot Two

6.3 of students understand there are clear rules and expectations for classroom behaviour.

The NSW Government norm is 7.2

#### *EXPECTATIONS FOR SUCCESS*

##### Snapshot One

8.4 of students feel that staff emphasise academic skills and hold high expectations for all students to succeed.

##### Snapshot Two

8.3 of students feel that staff emphasise academic skills and hold high expectations for all students to succeed.

The NSW Government norm is 8.7

## **Policy requirements**

### **Aboriginal education**

The three guiding elements for Aboriginal education are relationships, engagement and ongoing learning.

Ashfield Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. The flags are flown every day and put out at every assembly.

Assemblies begin by acknowledging the traditional custodians of this land: the Wangal people of the Eora nation and the school community are invited to pay respects to their elders past and present and extend that respect to other Aboriginal people present.

The school publishes a monthly newsletter which showcases school activities. Students publish a Deadly article which discusses current Aboriginal events and highlights significant Aboriginal people in the community.

NAIDOC Week was celebrated with a whole day of celebration. The day included learning about the cultural heritage of Aboriginal peoples with dance, storytelling and art workshops. Students wore red, black and yellow.

An exciting new initiative in 2018 was the encouragement of parents to visit our school on social occasions. Morning and afternoon teas were held to have a yarn and discuss many topics. Parents were

relaxed in this informal situation and felt more at ease in the school setting.

Excursions to the Botanical Gardens had a specific study on Indigenous plants especially those used in traditional Aboriginal foods and medicines. Aboriginal students were excited and proud to be involved in the lessons and share with their peers.

Students participated in Yarn Up, a public speaking program for Stage 3 Aboriginal and Torres Strait Islander Students. The program developed skills with impromptu speaking, public speaking and debating with a showcase at Parliament House.

A student was nominated for Naga Mai Awards, an annual event organised by Aboriginal Education and Communities Directorate to recognise and celebrate innovation, excellence and educational achievement in Aboriginal education in NSW public schools.

One student attended Djuma Junior art program held at the Art Gallery NSW. The program runs over three sessions and involves tours and discussions about art and artists, behind the scene tours, meeting Aboriginal artists and creating art. One student was involved with the creation of a Year 6 mural which was a present to the school.

An after school program to teach Aboriginal Dancing was offered for a semester. A qualified teacher taught a contemporary indigenous dance style as well as some traditional dance and movements. Parents and teachers were involved in this popular program.

A Breakfast Club Reading Program was begun in the second Semester with the assistance of the Bill Crews Foundation.. The program assisted the school to support identified Aboriginal students who were nominated for this program. The aim was to improve reading ability. Students were collected from their homes daily by bus and given breakfast at school. Reading tutors conducted a one hour intensive reading lesson for 3 days each week over the semester. The program's success was evaluated by attendance and improvement in reading levels as well as increased self-esteem.

Personal Learning Pathways (PLP) are written in conjunction with the student, the teacher, the Aboriginal Liaison Teacher and the parents. The areas covered are social, emotional, personal goals, literacy and numeracy goals. The purpose of the PLP is recognition and encouragement of the students' progress. Using tools including PLASST, NAPLAN and Essential Assessment to understand student achievement and plan for learning.

### Multicultural and anti-racism education

75% of students enrolled at the school are from a non-English speaking background with 55 language backgrounds.

The school has a strong commitment to understanding and engaging these families and with its understanding

that students from language backgrounds other than English have additional educational needs and require support to participate successfully at school. The school's English as an additional language or dialect (EAL/D) is about developing English language and literacy skills so that students are able to fully participate in schooling and achieve equitable educational outcomes.

This involves small group interventions and in class support. In 2018 the EAL/D team conducted professional learning for the teaching staff on a range of topics including understanding and applying the ESL scales.

School initiatives and practices such as Harmony Day and the Twilight Picnic promoted intercultural understanding and developed respect for cultural, linguistic and religious diversity.

The school promotes a positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds. This has included, for example, Dorothy Makasa, a citizen of Zambia, speaking to the P&C and student community about the school's charity, the Let the African Children Learn (LACLA).

The school also targets teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived students.

A whole school approach to wellbeing reinforces that being inclusive and embracing diversity is crucial in preventing bullying. All teachers model respectful behaviour.

The school maintains Anti-Bullying plans to monitor and resolve issues of bullying. Ashfield Public School rejects all forms of racism. It has a school Anti-Racism Contact Officer (ARCO) who is trained to assist parents, staff and students who have complaints regarding racism and who facilitates the complaints handling process.