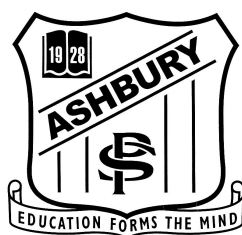


Ashbury Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Ashbury 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.

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Message from the principal

2019 has been a very successful year at Ashbury Public School with so many highlights for our students and community.

Our NAPLAN results for Years 3 and 5 demonstrate consistent and continual improvement. Our average scores for Year 3 students are above statistically similar schools for reading, writing, grammar and punctuation and well above the state average and very close to the similar school group for numeracy. For Year 5 we have seen significantly improved results in Reading and writing and improved results in numeracy, and again the Year 5 school average was well above the state for all assessments. The vast majority of our NAPLAN results have remained on a strong positive incline over the past 3 years. Our school-based assessment data is consistent with these results and demonstrates that every year group across the school is making consistent improvement each year.

In the Arts this year our school was selected to be part of the National Music Teachers Mentoring Program and under the expert guidance of Mrs Susan Sukkar all teachers from Kindergarten to Year 4 developed and taught outstanding in class music programs. I am thrilled to report that this program will continue in 2020. Our Stage 1 classes and teachers benefited from the Sydney Theatre Company artist in residence program and all classes across the school worked with Matthew Doyle in our Aboriginal Artist in Residence program.

Our bands, choirs & music ensembles have this year graced the stage of every major venue across Sydney. Our Training, Intermediate, Concert and Jazz bands all received gold awards at the University of NSW Band festival; our Jazz band was also selected to be filmed for a brand new ABC television program and were recorded jamming with Jazz great James Morrison. Two of our students were selected as soloists in the state recorder ensemble performing at the Opera House and our senior choir positively beamed at Schools Spectacular. Every student performed in our Dance spectacular at Canterbury Girls High School and our very own Archibald Prize competition, the Ashbury Archies showcased the visual arts talents of our students while our student led newspaper club kept us all informed on school events and current affairs in our world.

In sport our students achieved great success in PSSA competitions this year and a strengthened school sport program included specialist coaching in tennis and AFL. We are very fortunate to have our very own specialist physical education teacher who runs an outstanding program for students in Years 3–6 and all students continued to enjoy specialist coaching through the Flip Gymnastics program.

Needless to say, our students have all been very busy! I would like to thank our extremely dedicated and committed team of teachers who work so hard to ensure that our students not only achieve very well in the academic subjects, but also have such a vast range of opportunities in which to shine. Thank you to our P&C, led by Ms Carolyn Jury for all of the work that you have done this year to support the school. To all of the members of the P&C band, community garden and uniform shop sub committees, thank you for your continual and tireless work in supporting our students and school. I would also like to thank the members of our School Council, led by Ms Tegan Mitchell for the hard work that you do to support our school in policy and decision making. Finally, thank you to all of the parents, carers and community members who have offered their time and support to the school in 2019. Our students are so fortunate to benefit from the collective expertise of our community.

School background

School vision statement

Ashbury Public School aims to develop inquisitive, knowledgeable, creative and caring young people who are empowered to have a positive impact on our community and our world.

School context

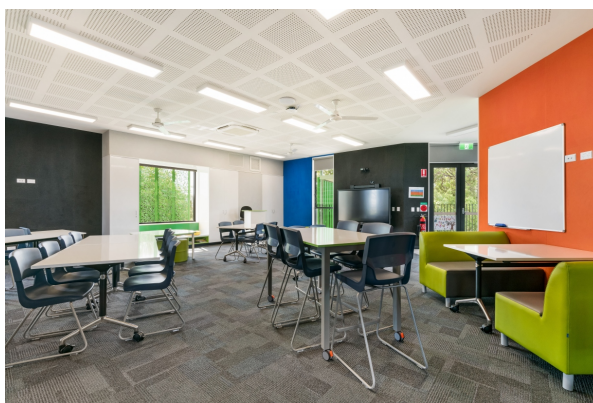
Ashbury Public School has been serving the community since 1928 and today continues its long-standing tradition of providing an excellent academic grounding whilst offering all children a vast range of opportunities to develop their own strengths and interests to their full potential. The school is nestled amongst the native trees in a quiet residential area between Ashfield and Canterbury.

The school caters for 375 students with 40% of students from language backgrounds other than English. Ashbury Public School's student wellbeing program is informed by the Positive Behaviour for Learning Framework and Restorative Practices.

The school offers a balanced curriculum and extra-curricular activities in the academic, creative arts and sporting domains. Students have the option of being involved in up to eight bands and music ensembles and a range of sporting teams.

In addition to a staff of experienced and highly committed classroom teachers, the school employs specialist teachers including Intensive Reading, Physical Education and Learning and Support teachers.

Parents and carers are actively involved in all areas of the school and the students at Ashbury benefit from the collective expertise of their community. The school's active P&C and School Council work collaboratively with school staff to support learning opportunities and coordinate fund raising and community events.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Expert Learners

Purpose

To provide a student-centred learning environment that guides, challenges and inspires all students to be critical, creative and caring global citizens.

Improvement Measures

A greater proportion of students demonstrate at least expected growth in literacy and numeracy when compared with 2017 baselines.

Consistent implementation of a whole-school learner profile supports students and staff to define and demonstrate optimal learning behaviours.

Positive Behaviour for Learning audit tool and other student wellbeing data sources including Tell Them From Me surveys demonstrate improvement on 2018 baselines.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Deliver personalised teaching and learning strategies informed by evidence and data that increase student engagement and improve educational outcomes in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>The trial of the Spalding approach to the teaching of literacy in Stage 1 led to significant growth for students in reading, writing, spelling, grammar and punctuation when compared with baseline data from previous years. Moving forward, the school will fund initial Spalding training for all teachers, K-2 in preparation for implementation in 2020.</p> <p>Assessment tracking files were developed for all students to support their transition across grades and streamline both the analysis of standardised assessment data and communication practices across the school. The school continued to implement a transition day for all students at the end of the year which allowed students to spend time in their 2020 classes with their new class teacher.</p> <p>All teachers participated in professional learning on the development of Individual Education Plans, Adjustment Plans and Personalised Learning Pathways. This resulted in a significant increase in plans to support student learning when compared with 2018. Teachers reported increased knowledge in the development of learning plans to support personalised learning for students with identified additional learning needs.</p>	<p>Professional learning \$9000</p> <p>Teacher relief to attend training \$14 500</p> <p>Teaching resources \$2400</p>

Process 2: Expert Learners

Collaboratively develop an Ashbury learner profile to inform a whole school approach and support students, staff and parents to define and demonstrate optimal learning behaviours.

Evaluation	Funds Expended (Resources)
<p>The draft Ashbury Learner Profile was presented to parents and carers on a number of occasions including school orientation sessions, P&C and School Council Meetings and their feedback was incorporated. A number of student focus groups were held to discuss and define the Learner Profile in student friendly terms. The Positive Behaviour (PBL) for Learning Committee integrated the Learner Profile descriptors into the 'Be a Learner' expectation matrix. Moving into 2020, posters of the Learner Profile need to be developed</p>	<p>Teacher relief \$ 1000</p>

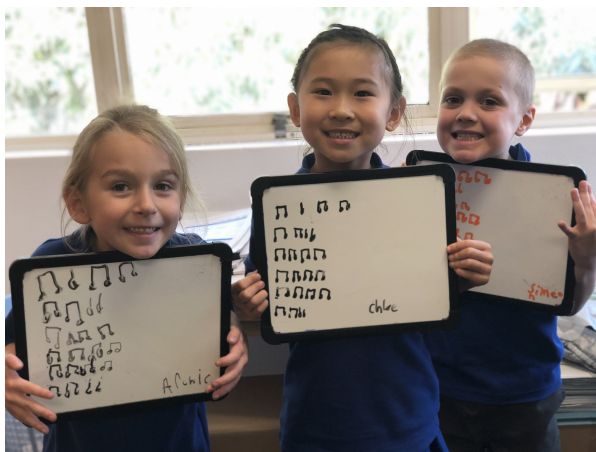
Progress towards achieving improvement measures

as well as lessons that integrate into the PBL approach.

Process 3: Positive Behaviour for Learning

Codesign, review and test the Positive Behaviour for Learning framework to support consistent implementation of the welfare policy and enable the school and its community to collectively support the wellbeing of every student.

Evaluation	Funds Expended (Resources)
All teachers collaborated on the revision of the behaviour expectations matrix including alignment with the school's learner profile document and participated in professional learning to ensure consistent implementation of PBL practices across all learning contexts. A weekly PBL focus is communicated at assemblies, in class lessons and in newsletter articles. The PBL committee enlisted the support of the Regional PBL Assistant Principal to complete a Tiered Fidelity Inventory and update the PBL action plan across the school. Two staff members completed the PBL Coach training. New parents and carers are inducted into the school's positive behaviour approach through information sessions held at school orientation.	Professional Learning \$600 Teacher relief \$2000



Strategic Direction 2

Inspirational Educators

Purpose

To deliver high impact, evidence-based teaching and learning that inspires and supports all students to achieve their personal best.

Improvement Measures

All teachers report a greater understanding of curriculum content; Teaching and learning programs and student work samples demonstrate increased alignment with current curriculum and school scope and sequence documents.

Data collected during learning sprints and quality teaching rounds demonstrates improved teaching practices and student outcomes.

A greater proportion of students demonstrate at least expected growth in their learning when compared with 2017 baselines.

Progress towards achieving improvement measures

Process 1: Quality Curriculum

All teachers work collaboratively to develop a deep knowledge of syllabuses to enhance and evaluate the teaching and learning experiences of all students within their class.

Evaluation	Funds Expended (Resources)
Collaborative planning of teaching and learning programs continued in 2020, ensuring that all students benefitted from the collective expertise of a stage team of teachers. All staff also participated in a range of professional learning including an introduction to co-teaching practices as well as an introduction to teaching in innovative learning environments. A school readiness committee was formed and worked alongside staff from the Department's Schools Learning Environments and Change Unit to oversee planning for the move into the new classroom block in 2020.	Teacher relief \$4000 Tuned percussion instruments \$10 000 National Music Mentoring Program \$4800 Teacher relief \$5500
All teachers from Kindergarten to Year 4 participated in the National Music Mentoring Program, co-teaching and collaboratively developing quality music programs with Mrs Susan Sukkar from the Department's Arts Unit. Year 1 teachers and their students collaborated with a teaching artist from the Sydney Theatre Company's School Drama program.	Sydney Theatre Company School Drama Program \$2250
All school scope and sequence documents were reviewed and updated in response to new syllabus requirements as part of a whole school approach that ensured that all teachers were kept up to date on new syllabus implementation.	

Process 2: Reflective Practices

Implement an annual cycle of reflective practice (such as learning sprints and quality teaching rounds) and regular classroom observations to transform collective practice and improve student learning.

Evaluation	Funds Expended (Resources)
Four staff members collaborated with researchers from the University of Newcastle on the Department's research into Quality Teaching Rounds, a teacher professional learning approach based on observation of colleagues' teaching practices. This resulted in the teachers receiving detailed training in the approach and completing two rounds throughout the year. The feedback from all participants was positive, each reporting that the research had significant impacts on their practice. Moving into 2020, a further two teachers	\$5000 funded by a research grant

Progress towards achieving improvement measures

will join this group to participate in continued research into the approach.

All teachers who did not participate in this research also completed lesson observations with a focus on teacher identified approaches outlined in their performance and development plans.

Process 3: Targeted Professional Learning

Support the development of a value-added professional learning community which develops teacher capacity and delivers evidence based practices matched to identified student learning needs.

Evaluation	Funds Expended (Resources)
<p>All school executive staff completed a professional learning program with Dr Simon Breakspear titled Agile Leadership. This resulted in the completion by all teachers of two learning sprints that focused on the development of language in students' narrative and persuasive writing. A comparison of pre- and post assessment data demonstrated significant improvement in student writing samples across all classes in the school and all teachers reported increased knowledge in the teaching of writing at the conclusion of the program.</p> <p>In the creative arts teachers were involved in three mentoring programs to develop their knowledge and skills in teaching music and drama alongside experienced music and drama educators from the Sydney Theatre Company and the Department's Arts Unit.</p> <p>All teachers completed professional learning on the creation of multi-modal texts and video production techniques with a STEM Champion teacher from the Department's STEM Share program.</p>	<p>Teacher relief \$6000</p> <p>Course fees \$1800</p>



Strategic Direction 3

Empowered Leaders

Purpose

To empower students and teachers to embrace purposeful leadership roles that build personal and collective capacity, including opportunities to lead initiatives beyond the school.

Improvement Measures

Students report that a greater range of leadership opportunities exist and there is an increase in student-led initiatives when compared with the 2017 baseline.

There is an increased percentage of staff sharing their practice both within and beyond the school when compared with 2017 baselines.

The school offers an increased range of quality opportunities for parents and community members to collaborate on improving student learning and wellbeing outcomes.

Progress towards achieving improvement measures

Process 1: Student Voice

Strengthen student participation in decision making across the school and develop opportunities for student leadership both within and beyond the school.

Evaluation	Funds Expended (Resources)
<p>While observations of Student Parliaments in other schools took place, it was decided that this model would not suit the Ashbury context and efforts were focused on enhancing the role of the Student Representative Council (SRC). Student sub committees on the Council were formed which enabled more students to take on leadership roles within the SRC. Student representatives coordinate a student suggestion system within each classroom which enables every student in the school to have a voice on the council. SRC meetings were no longer chaired and minuted by teachers, instead senior students took on this role and communicated meeting minutes with all teachers.</p> <p>All students from Years 5 and 6 participated in a leadership development conference which heightened the students' understanding of leadership skills and reinforced the school's position that all students can take on leadership roles, not only those with a title.</p> <p>The school hosted an incursion with Clean Up Australia Day Junior Ambassador, 12 year old Arlian Ecker also known as <i>Plastic Free Boy</i>. This inspired multiple groups of student to lead fund raising groups for charities and lead environmental initiatives.</p> <p>The school's student-led newspaper club continued in its second year of operation and a keen team of student journalists produced an issue each term and also took submissions from all Stages across the school, taking time to mentor younger students in the skills of journalism.</p>	

Process 2: Staff Distributed Leadership

Develop targeted leadership opportunities to enhance personal and collective capabilities of staff.

Evaluation	Funds Expended (Resources)
Five staff members participated in the Lead 4 Success program, a leadership development initiative that was run in collaboration with five other schools.	Casual relief \$5000

Progress towards achieving improvement measures

The Quality Teaching Rounds research also enabled two early career teachers to take on a leadership role in training other staff members in the approach and the Agile Leadership program supported executive staff members to streamline professional learning approaches for all staff across the school.

Three teachers supported colleagues across their stage as mentors in the Spalding approach to the teaching of literacy.

Lead 4 Success \$500

Process 3: Making Connections

Strengthen collaboration within and beyond the school to support continuous improvement and enhance student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>All students in Years 1 and 2 participated in a Pen Pal project, exchanging letters with buddies from two rural schools as part of a History unit of work to deepen student understanding of both local environments and communication.</p> <p>Students in Stage 3 were given the opportunity to mentor Stage 1 students in dance as they choreographed and prepared for the school's dance spectacular performance which was held at Canterbury Girls High School.</p> <p>The school's Positive Behaviour for Learning Coordinator mentored coordinators from other schools in the redesign and implementation of the approach in their individual contexts.</p> <p>The Lead 4 Success program enabled 5 aspiring leaders to understand similar contexts as they worked across teams from five other Inner West Primary Schools in a leadership development initiative.</p> <p>One executive staff member successfully applied as a representative on the Primary Executive Network West Committee, coordinating and planning professional learning initiatives to build leader and teacher capacity in executive staff across the Metropolitan South Network of schools.</p>	



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3176	<p>All Aboriginal students had a Personal Learning Pathway developed in consultation with their teachers, parents and carers. Funding was used to support Aboriginal students to access excursions and extra curricular programs as well as whole school Aboriginal cultural experiences including the Matthew Doyle, Aboriginal Artist in Residence workshops.</p> <p>Two Aboriginal students participated in Yarnup which culminated in the students delivering speeches on their cultural knowledge in State Parliament.</p>
English language proficiency	\$78 035	Funding provided additional EAL/D teacher time to support students in the classroom and engage in team teaching to support all teachers to implement effective strategies to support students from language backgrounds other than English.
Low level adjustment for disability	\$109 650	Funding provided extra time for a Learning and Support Teacher and School Learning and Support Officers to support students with additional needs.
Quality Teaching, Successful Students (QTSS)	\$101 656	A Learning and Support Teacher was employed to oversee the MultiLit program to support students in Years 3 to 6 who were identified as needing additional support in literacy. Funding was also used to relieve teachers to participate in collaborative planning, research and professional learning activities.
Socio-economic background	\$8471	Funding supported the inclusion of students whose families are experiencing financial difficulties by funding excursions and extra-curricular activities.
Support for beginning teachers	\$14 130	Funding provided additional time and support for beginning teachers to complete responsibilities such as assessing student learning, planning, programming and report writing. It also provided time for mentoring and supervision practices to support beginning teachers as well as fund opportunities to observe expert teachers and attend additional professional learning.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	190	187	189	193
Girls	191	180	185	177

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.4	94.8	95.7	96.1
1	96.3	95.7	95.2	94.3
2	94.1	96	95.7	93.7
3	96.2	94.9	95	94
4	94.9	95.8	95.2	96
5	95.3	94.8	93.7	94.3
6	95.5	94.2	92.9	93.8
All Years	95.5	95.1	94.7	94.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.81
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	0.4
School Administration and Support Staff	2.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	603,880
Revenue	3,349,289
Appropriation	2,957,047
Sale of Goods and Services	3,522
Grants and contributions	381,982
Investment income	6,538
Other revenue	200
Expenses	-3,270,069
Employee related	-2,716,490
Operating expenses	-553,578
Surplus / deficit for the year	79,221

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	48,466
Equity Total	198,917
Equity - Aboriginal	2,762
Equity - Socio-economic	8,471
Equity - Language	78,035
Equity - Disability	109,650
Base Total	2,450,724
Base - Per Capita	87,755
Base - Location	0
Base - Other	2,362,969
Other Total	192,657
Grand Total	2,890,764

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.

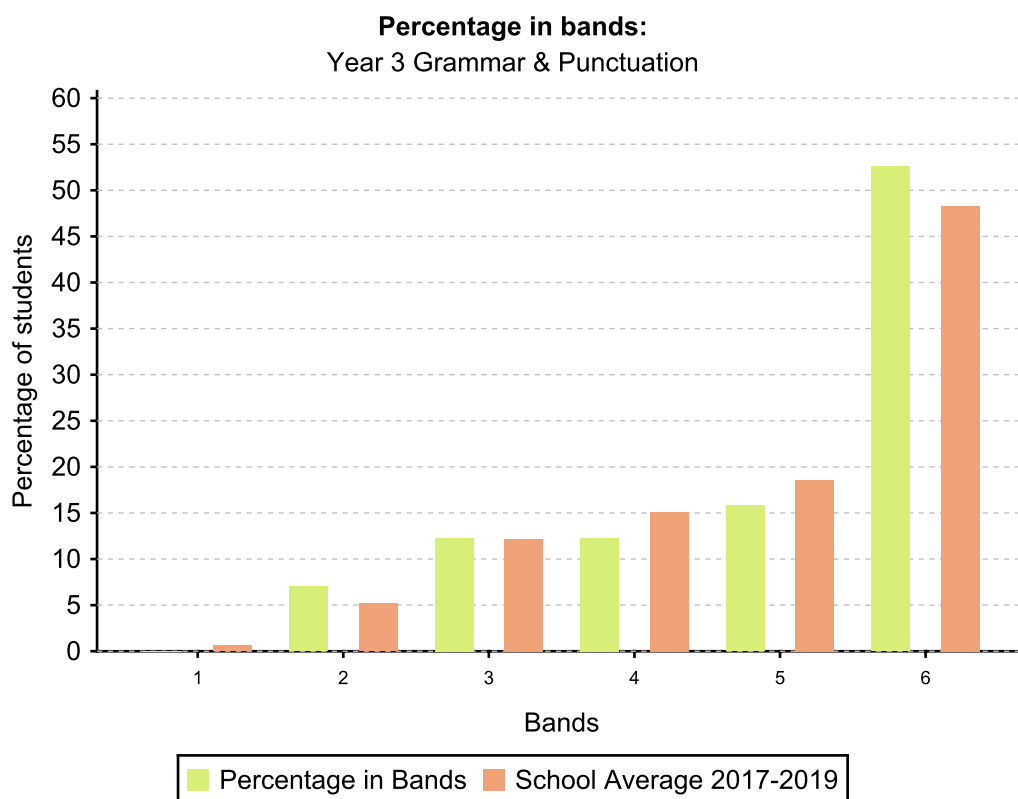


School performance - NAPLAN

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.

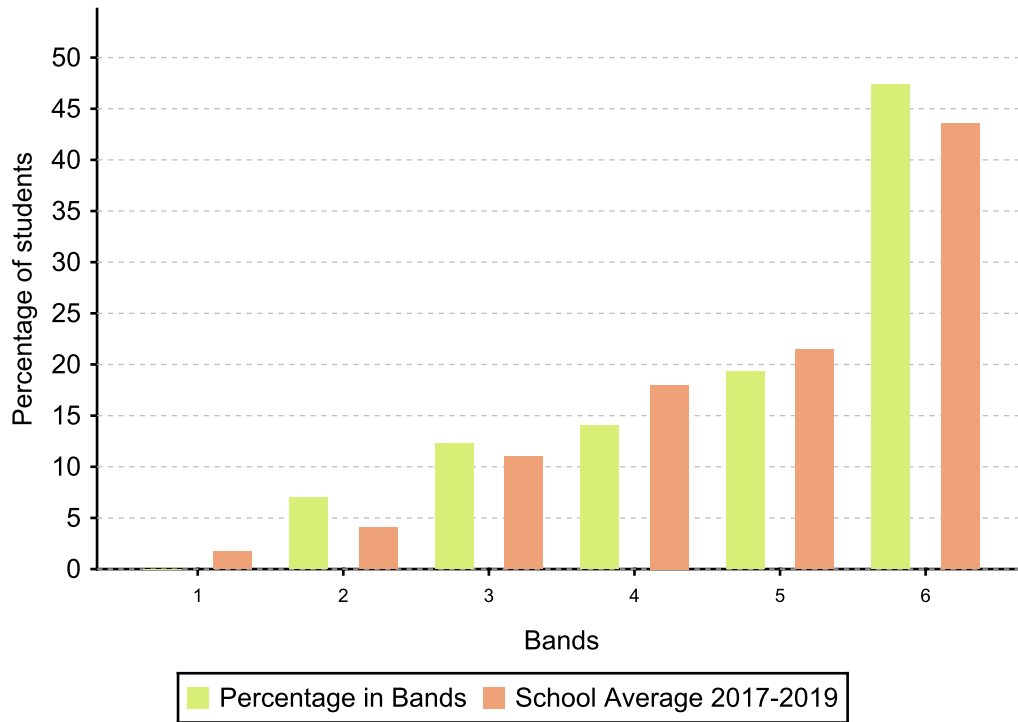
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



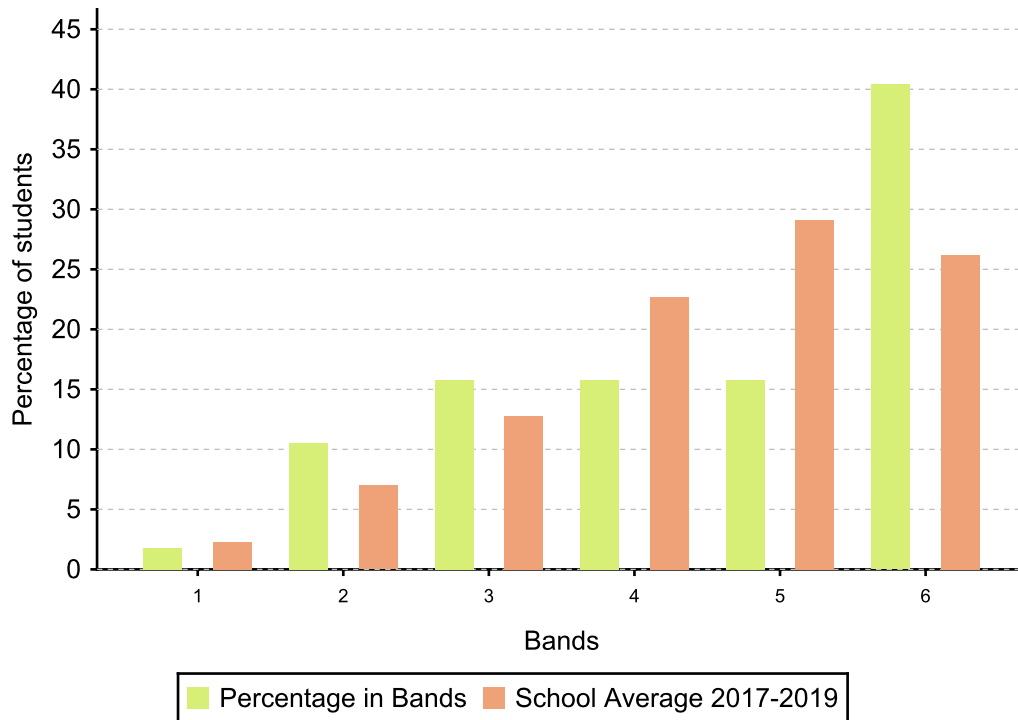
Band	1	2	3	4	5	6
Percentage of students	0.0	7.0	12.3	12.3	15.8	52.6
School avg 2017-2019	0.6	5.2	12.2	15.1	18.6	48.3

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	7.0	12.3	14.0	19.3	47.4
School avg 2017-2019	1.7	4.1	11	18	21.5	43.6

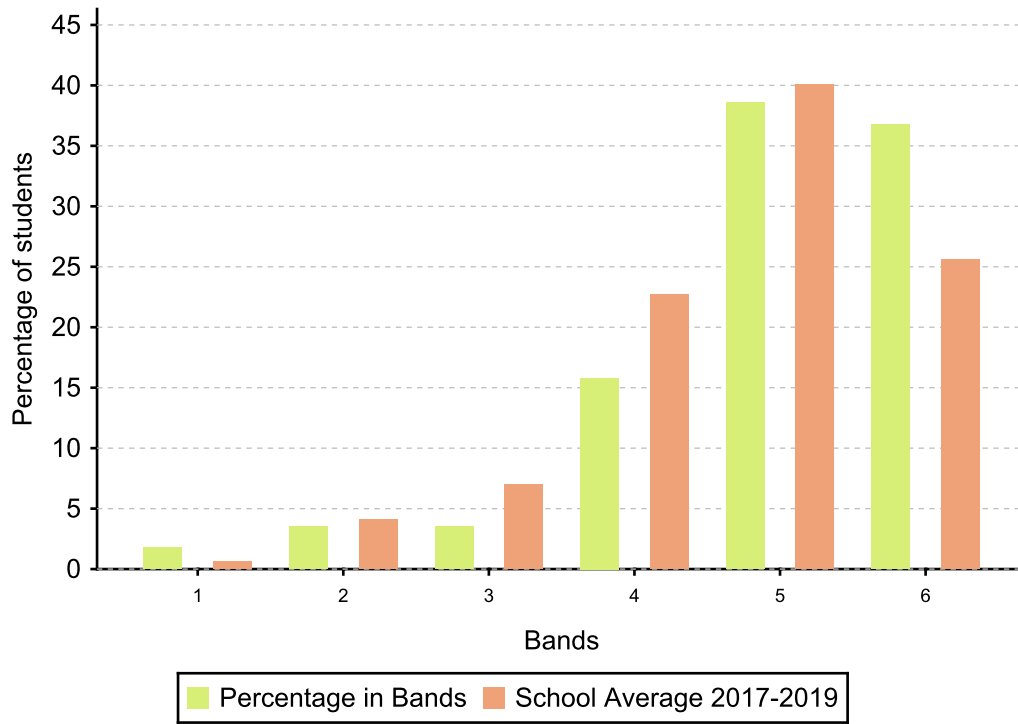
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	1.8	10.5	15.8	15.8	15.8	40.4
School avg 2017-2019	2.3	7	12.8	22.7	29.1	26.2

Percentage in bands:

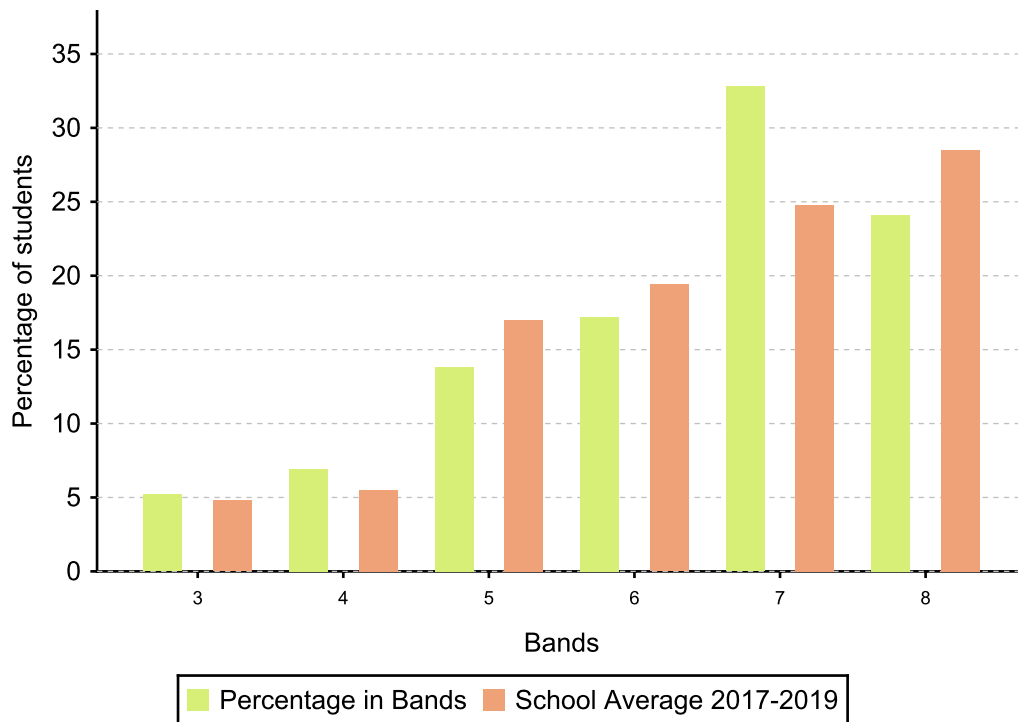
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.8	3.5	3.5	15.8	38.6	36.8
School avg 2017-2019	0.6	4.1	7	22.7	40.1	25.6

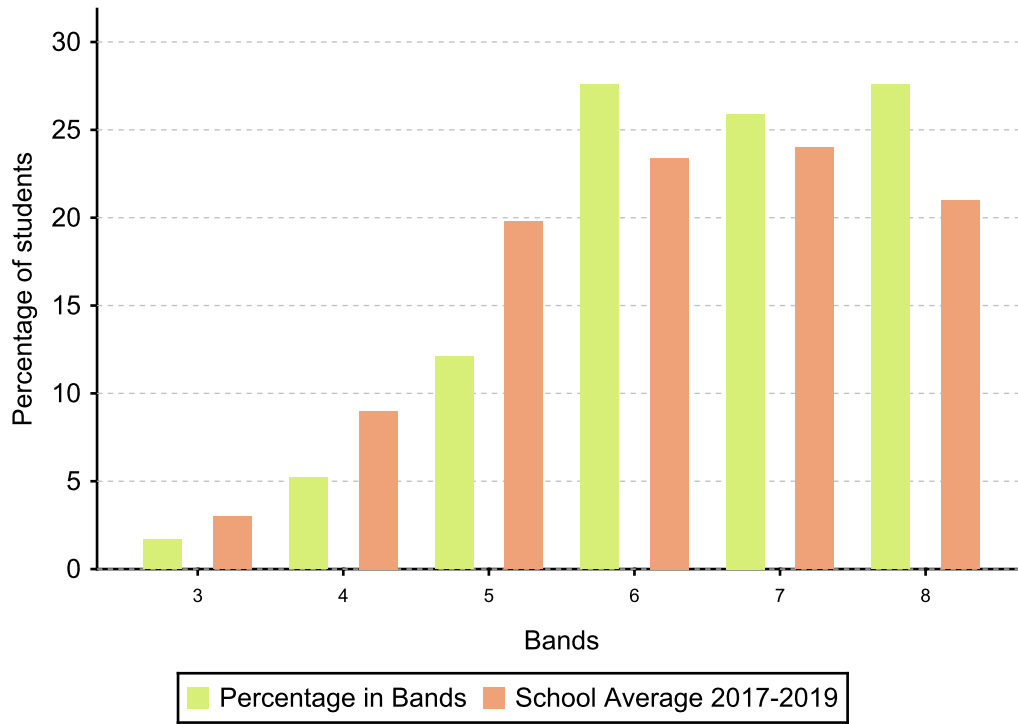
Percentage in bands:

Year 5 Grammar & Punctuation



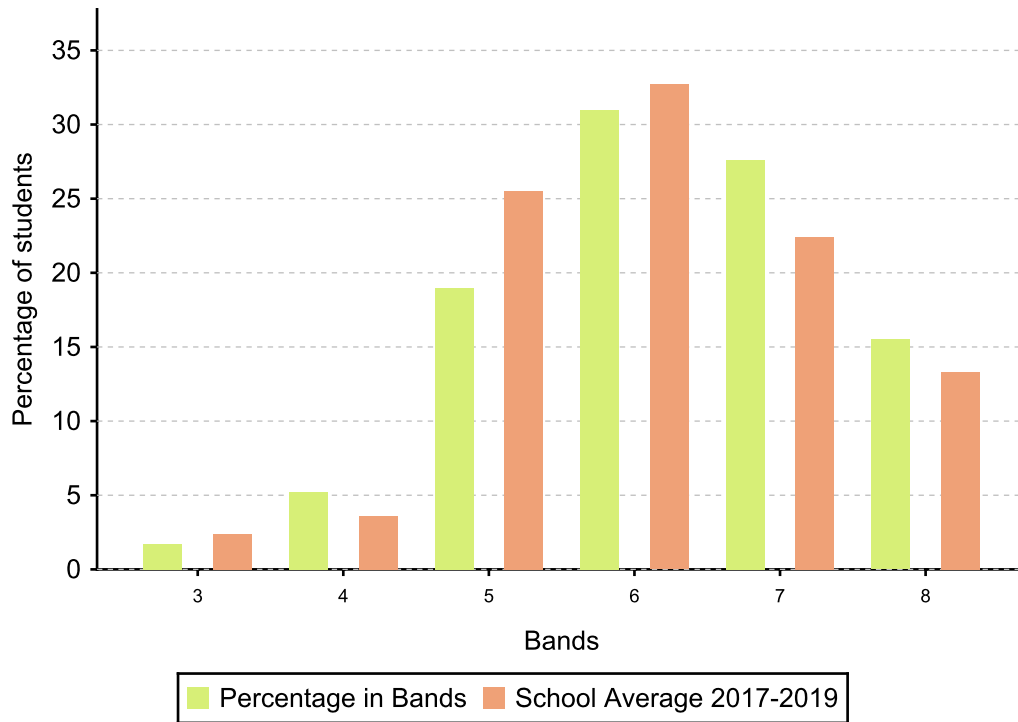
Band	3	4	5	6	7	8
Percentage of students	5.2	6.9	13.8	17.2	32.8	24.1
School avg 2017-2019	4.8	5.5	17	19.4	24.8	28.5

Percentage in bands:
Year 5 Reading



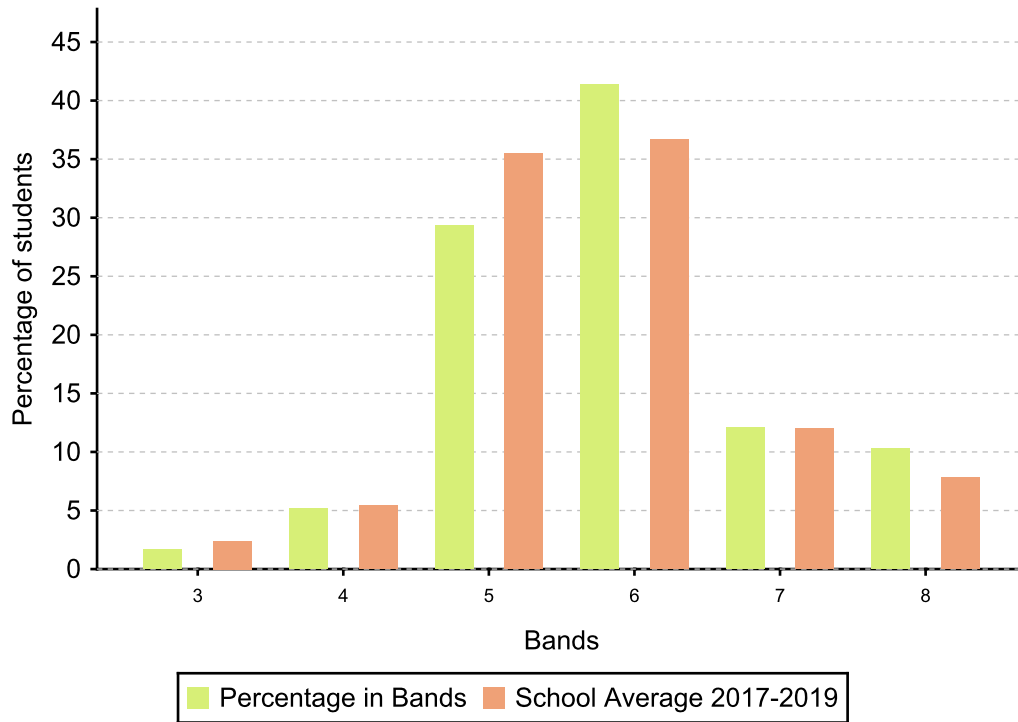
Band	3	4	5	6	7	8
Percentage of students	1.7	5.2	12.1	27.6	25.9	27.6
School avg 2017-2019	3	9	19.8	23.4	24	21

Percentage in bands:
Year 5 Spelling



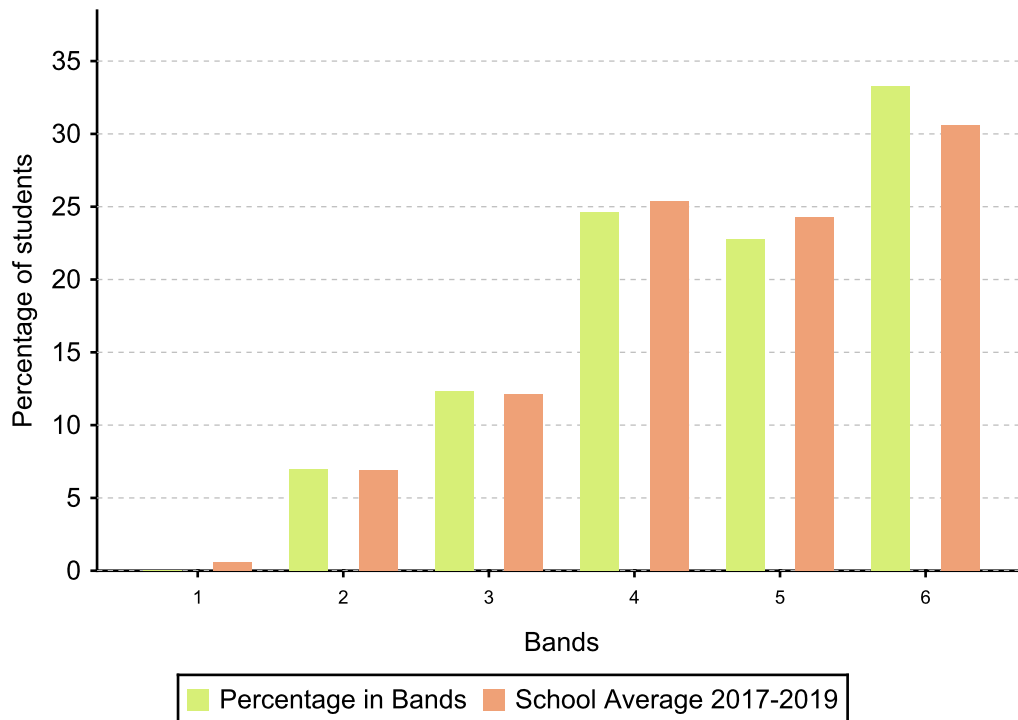
Band	3	4	5	6	7	8
Percentage of students	1.7	5.2	19.0	31.0	27.6	15.5
School avg 2017-2019	2.4	3.6	25.5	32.7	22.4	13.3

Percentage in bands:
Year 5 Writing



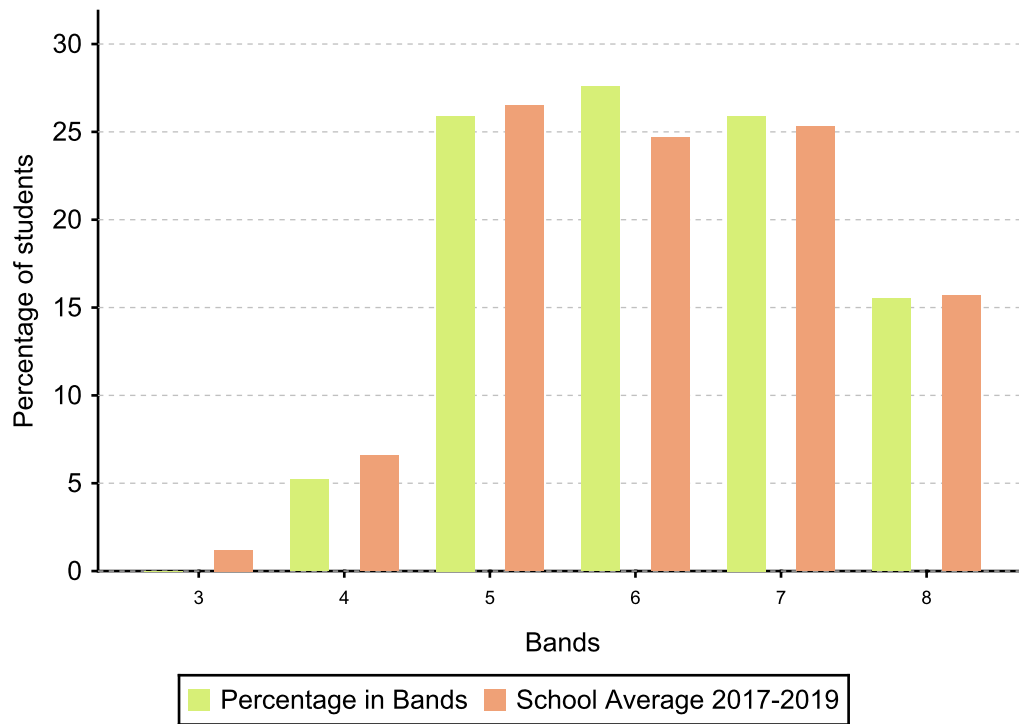
Band	3	4	5	6	7	8
Percentage of students	1.7	5.2	29.3	41.4	12.1	10.3
School avg 2017-2019	2.4	5.4	35.5	36.7	12	7.8

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	7.0	12.3	24.6	22.8	33.3
School avg 2017-2019	0.6	6.9	12.1	25.4	24.3	30.6

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	5.2	25.9	27.6	25.9	15.5
School avg 2017-2019	1.2	6.6	26.5	24.7	25.3	15.7

Parent/caregiver, student, teacher satisfaction

In 2019 the school sought the opinions of students, parents and carers through the Tell Them From Me suite of surveys. 148 students in Years 4–6 participated in 2 student surveys held in terms 1 and 3. The surveys measured 20 research based indicators of school and classroom effectiveness. Student responses indicated that they:

- Engage in positive behaviour and experience low levels of bullying, 90% of students reported that they do not engage in disruptive or inappropriate behaviour.
- Benefit from positive relationships, 88% reported that they have friends at school who they can trust and who encourage them to make positive choices.
- Are highly involved in extra curricular activities and sports programs, the school mean in this area was 20% higher than the state mean.

Open ended survey questions also asked students to share school strengths and areas for improvement. A number of themes emerged in the responses on school strengths including the inclusive nature of the school, the quality of the teachers and resources and facilities. Direct quotes from students included:

What I love about Ashbury Public School is that everyone is welcome and important no matter who you are.

I like how in APS you feel like you belong in a very close and caring community that continues to encourage me to do the best I can.

The great teachers and all the amazing opportunities that all the teachers provide for our learning in the performing arts and much more. Everyone is cared [for] and looked after well.

I love everything about this school it's a place where I feel welcome; Ashbury Public School is like a second home for me and all the class teachers... and other staff are all wonderful people.

I love Ashbury Public School in general. It's great at minimising bullying and amazing at listening to the students to understand what the students need and want to help them with their learning. The playground is big enough for the 350 or so kids in our school to run around and play with lots of room to spare, and the equipment the school provides the children and students with is both great for play time and work time. Ashbury is a wonderful school that I am proud of, and even with all of its flaws, I am so happy I got to spend seven wonderful years at this truly amazing school

Overall this is one of the best schools in the world :D

When it came to areas for development, responses were varied, the major themes included environmental initiatives, extending the playground and preventing rubbish. Some responses were:

I think we need more people to understand what's happening to our environment at the moment, and have more waste free days.

I think we could end up making the school plastic free with what we pack in our lunchboxes and make this a great environment.

A bigger grass space that encourages me to not be constantly worried about tripping or falling over.

Better improvement in the stage 2 and 3 toilets. Less rubbish on the playground and the floors. And if we could have a clean up day every second week.

While the Partners in Learning survey was made available to parents and carers in 2019, there were not enough responses to allow reports to be made available. This is a confidentiality measure set within the survey.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.
- Embedding Aboriginal and Torres Strait Islander histories and cultures as a cross curriculum priority in teaching and learning programs across all grades.
- Providing a range of cultural experiences including an artist in residence program with Matthew Doyle, an Aboriginal artist and performer as well as NAIDOC and Reconciliation Week assemblies.
- Paying respect to Aboriginal cultures by acknowledging Country at all school assemblies and functions.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Ashbury Public School values the diverse cultural backgrounds of the families in the school and community. Just over 40% of the students attending Ashbury Public School come from language backgrounds other than English.

To assist students to meet the demands of the English language, identified students participate in the English as an Additional Language or Dialect (EAL/D) program. Our EAL/D teachers support students learning English in the classroom and collaborate with classroom teachers to plan, assess and teach to effectively meet the needs of students learning English as an additional language.

Asia and Australia's Engagement with Asia is taught as a cross curriculum priority in all stages of student learning and teaching and learning programs incorporate opportunities for the students to learn about and appreciate the cultures of Asia.

All students in Years 3 to 6 participated in the Multicultural Perspectives Public Speaking Competition which gave them the opportunity to research, explore and speak about current multicultural issues in our society. Harmony Day was also celebrated through a whole school assembly and special activities in every classroom.

Other School Programs (optional)

Library Report

Ashbury Public School Library operates to support our students and staff deliver outcomes towards our three whole school strategic directions: Inspirational Educators, Empowered Leaders and in particular, Expert Learners. Operational

decisions are made in response to the needs of the school and to encourage our students to challenge themselves to read and develop skills in information literacy.

In 2019 all classes had weekly lessons with the Teacher Librarian and the Library was used regularly for staff professional learning meetings and as a teaching space outside of school hours for the band program. The Library was open lunchtimes from Monday to Thursday and averaged 30–40 students each lunch time.

A range of special events were organised by the Teacher Librarian and included Book Week celebrations and the Great Book Swap to raise funds for the Indigenous Literacy Foundation. There was also a focus on the NSW Premier's Reading Challenge, 188 students completed this in 2019 which was up significantly from 120 students in 2018.

Ashbury Public School has a Library Fund which is registered for Deductible Gift Recipient status with the Australian Tax Office. This allows parents, community members and businesses to make tax deductible donations to the Library Fund for the purchase of books and resources.

The Library Fund had a balance of \$7090 at the beginning of 2019.

Donations to the Library Fund raised \$4120.

Expenditure in 2019 totalled \$9139.

As of the end of 2019 the Library fund had a balance of \$2071.

Key purchases over this period were:

- An extensive range of new picture books and novels
- Extending classroom sets of quality literature (picture books and novels) to support learning related to the English syllabus
- Targeting funds to begin updating the material in the non fiction section of the library
- Subscriptions to Overdrive eBook collection (\$1650) and Story Box online (\$660)

Expenditure was supplemented in 2019 by a generous P&C donation of 3 targeted amounts additional to the Library fund:

- \$2000 towards the purchase of graphic novels – spent \$1220, although additional graphic novels were sourced as part of mixed orders through various suppliers
- \$2000 towards shelving (2 spinners – \$1840)
- \$5000 towards consultation and beginning to update furniture in our 40+ year old library – a meeting with consultant, Kevin Hennes took place in August 2019 to commence planning for a reimagined Library space. Some of this funding rolled into 2020 and added to an additional \$5000 from the 2020 budget which contributed towards new non fiction shelving (\$8450).

Some key data relating to library usage is provided below:

- Ashbury PS maintains a collection of over 10,000 books in our student borrowing library. An additional 11,000 titles are stored in locations around the school, including books to support reading and learning programs as well as teacher reference material.
- Approximately 16,000 books were borrowed from the library in 2019
- A small number of eBooks were borrowed (72) using the Overdrive collection
- The most popular books amongst primary students were the graphic novels – in particular, the Amulet and Dog Man series plus books by Raina Telgemeier.
- For younger students, series like Captain Underpants, Billie B Brown and Boy versus Beast are most popular, plus a range of classic picture books.
- Borrowing continues to be strongest in the middle grades (approx. 1300 books per class each year) and the younger grades (an average of about 1000 books per class each year). In Stage 3, borrowing rates drop quite dramatically (500 per class each year in Year 5 and 400 in Year 6).

With the revision of the Library Policy completed by the School Council in 2019 and to support the planning for a reimagined space, the school sought the opinions of students, staff, parents and carers on the operations of and resources available in our school library. 175 responses were received to the online survey, 83.2% (144) of the respondents were students, 11.6% (20) were parents or carers and 5.2% (9) were teachers.

When asked about the level of satisfaction with the library as a provider of resources, 65% of respondents indicated that they were either very satisfied or satisfied, 22.5% were neutral and 12.2% responded on the negative end of the scale, either not satisfied (3.5%) or somewhat dissatisfied (8.7%). 72.3% of respondents reported that the library is a welcoming space and 15.6% were neutral on this.

56.5% reported that the library is organised so that they can find what they need and 30% were neutral. 49.1% reported

that the seating in the library is comfortable and suitable, 27.7% were neutral and 23.1% reported that the seating is not comfortable or suitable.

In open ended responses, when asked what they like about the library the majority of respondents (69%) mentioned the books. The next most popular responses listed the space in the library and the relaxing environment (26%) and 13% of responses mentioned the technology and computers available in the library.

When asked what we could do to make the library even better, the responses were varied but again the largest group of respondents mentioned purchasing more books (29%). 18% of respondents highlighted the need for new seating and furniture while 9% reported a need to increase the space in the library for multiple uses. 10% of respondents reported that better computers and more technology is needed in the library.

At the end of 2019 the Teacher Librarian hosted Library re-imagining planning meetings with the students to gain their feedback on what they would like to see and use in the Library as the school plans to complete a redesign of the Library space in 2020. We look forward to enjoying a revitalised space in the near future.