

Ashfield Public School

2019 Annual Report



1065

Introduction

The Annual Report for 2019 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.

School contact details

Ashfield Public School
Liverpool Rd
Ashfield, 2131
www.ashfield-p.schools.nsw.edu.au
ashfield-p.school@det.nsw.edu.au
9798 4400

Message from the principal

School excellence is about sustaining and growing an educational environment where every child connects, succeeds and thrives. It is about every child feeling motivated to learn and making ongoing progress as they access and engage with a range of high-quality educational opportunities. At Ashfield Public School, we are serious about school excellence and understand that it is a collaborative effort that involves everyone: students, teachers, parents, administration and support staff, and community members. Together we nurture, guide, inspire and challenge each other to find the joy in learning, and to build knowledge, understanding, skills, values and attitudes.

In 2019 there have been a number of collaborative practices and behaviours that have kept us focused on sustaining and growing a whole school culture of school excellence?

Firstly, collaborative practices have involved explicitly teaching students how to develop a personal and social capability, which is part of the NSW Syllabus and the Australian Curriculum. This capability is about teaching students to work effectively as part of a team and be effective communicators. The Student Led Conference, which occurred in Term Three, was an example of this capability in action with all students articulating their knowledge and understanding of the scientific design thinking process. Achievement in the area of personal and social capability was included on the Semester 2 Report.

The collaborative aspect of the personal and social capability has also been evident via our school's ten wellbeing choices which set the high expectation for productive interactions with one another. Throughout the year students have been explicitly taught about the wellbeing choices and how to positively engage with the wide range of diversity at our school. With over 1000 school awards, 200 school medals and 16 school trophies presented to students throughout 2019, we have strong evidence that our students make good choices for effective collaboration.

The collaborative aspect of the personal and social capability has also been measured by the 2019 Tell Them From Me survey which showed the majority of students from Years 4–6 perceive that Ashfield Public School is a place where they have friends who they can trust and who encourage them to make positive choices.

Collaborative practices at Ashfield Public School have been the driving force of Collaborative Classrooms. This initiative reflects the Department of Education's Disability Strategy whereby all students, regardless of disability, can access and fully participate in learning at their local school, alongside their similar aged peers. We have had much success with Collaborative Classrooms. We have seen teachers working with teachers to increase their confidence and expertise to differentiate the curriculum to accommodate a range of abilities. Our students have increased in compassion and understanding when engaging with diversity. Our school is breaking down the labels of Support Unit and disability. Parents are seeing their children included. And our students with disability are working alongside their peers. The success of Collaborative Classrooms has been acknowledged by the Education Minister, Family Advocacy and the DoE Deputy Secretary.

Collaborative practices at Ashfield Public School have also been about teachers and parents working together to provide all students with access to high-quality opportunities. Our Class Parent initiative is such a collaboration, with class parents facilitating communication between the teacher and other parents, and galvanising support for class events as

needed. As a beacon of effective teacher and parent collaboration, the launch of our new canteen Badalya was a shared decision-making process with a focus on healthy choices and the integration of a healthy lifestyle into the curriculum. Each week parents from a designated class have helped in Badalya and prepared a healthy food choice in the classroom which was sold at a Break Time.

Collaborative practices are a priority at Ashfield Public School. They account for the interests, backgrounds and strengths of every person, and give everyone the opportunity to make valuable contributions to the successful operation of Ashfield Public School as a quality educational environment where all students can connect, succeed, thrive and learn.

I thank the teachers for their dedication, passion and the professional knowledge that enable them to engage in quality teaching practices. I thank them for their commitment to innovation and improvement. I thank the parents for their tireless hours committed to fund raising for resources that support their children's education. I thank them for their drive to engage with the ever-evolving world of education to understand how their children learn and what works best. I thank our Administration Staff and Student Learning Support Officers for effectively supporting school operations and teaching. I thank them for ensuring that we have well-run administrative systems and that our students are known and cared for. I thank our students for the choices they make every day to actively participate in their education as caring and considerate friends and motivated learners. I thank them for their daily efforts to seek knowledge and develop themselves as confident and active individuals.

At the heart of Ashfield Public School is our community, with everyone working together to improve outcomes for all students, including levels of achievement and wellbeing. Through effective collaborative practices we create a rigorous learning environment where every child is motivated and given every opportunity to succeed.

Damien Moran

Principal

Message from the school community

It has been an enormously busy year for the school, with a new canteen opening, four performances of the school play to prepare for and a busy schedule of Triple E (engagement, enrichment & extension) initiatives, camps, swimming lessons, music performances, excursions and fun events such as Harmony Day and the Bring and Buy Sale. That is all outside of the packed classroom activities!

On behalf of the parent community I am very proud that my children attend Ashfield Public School. As the P&C President, I have had the opportunity to see a little bit more "behind the scenes" and am consistently amazed at the commitment and values of the teachers and the administration staff in this school. This is a place where inclusion and excellence are truly given equal weight and balanced in a practical and caring way.

Providing high quality educational opportunities for each and every child takes commitment and hard work and I thank all of the staff and particularly the Executive Team – Joan Drummond, Kelly Anne Kirk, Liz Howard, Cheryl Gurney, Imelda Finnegan, Kirsty Sydenham, Florence Tow, Damien Moran and the Finance Manager Janine Cartwright. A special thanks must go to Principal Damien Moran. It will be no surprise for most of you that I have found Damien one of the most enthusiastic, energetic and responsive people I have ever worked with. However, what I have most enjoyed in my time working with Damien is to see in action his true commitment to inclusion. Damien prioritises inclusion in everything the school does. Every child, every opportunity is not a lofty ideal, it's a commitment put into practice every day. I've seen how Damien upholds that commitment however inconvenient or difficult it may be to do so. With a school community as diverse as ours, Damien makes sure that everyone can belong if they want to. Thanks for being a great role model, Damien.

As the P&C, we try to keep pace with the school and contribute our skills, efforts and experience to help raise money for extra classroom materials or to help fund activities in the school. We also help organise fun community activities and regularly contribute our collective community opinion in decision making.

The last 12 months, through our fundraising and grant writing efforts, we have contributed over \$80,000 to the school, which has funded Ipads and laptops (\$15,000), books (\$5,000), a bright new school entrance (\$12,000), school camps (\$9,000), an everyday operational canteen (\$8,000), Softfall and Shade for the playground (\$50,000) and a vital upgrade of the PA system (\$7,000). We have made sure that the money we earned was funnelled quickly back into the school to be used, rather than languishing in P&C bank accounts. This has been done through the efforts of parents who have had great ideas and backed them up by helping to draft grant applications, write support requests to local businesses and pitching in to help at P&C community and fundraising events.

As well as contributing money, the P&C has contributed to the fun and wellbeing that is fundamental to a quality educational environment. This year, thanks to our parent community, our school has enjoyed a movie night, a disco, a Harmony Day celebratory Greek feast and a comedy night. I am sincerely grateful to everyone in the school community

who have been so supportive. I have a few people I would like to thank in particular for what they have done for the school and the P&C:

Effie Tzouvaras – who is now stepping back after many years being the events and school performance queen. Effie does everything with commitment and with such a great sense of humour and her generosity knows no bounds. She is now directing her efforts to her own business and leaves big shoes to fill. Personally, Effie has been a great support and morale booster for me. I hope I returned the favour for her. It was a pleasure working with her.

Gemma Collier – who has contributed her amazing marketing and promotional skills to help build connections with local businesses and get them to sponsor events. Gemma has idea after idea and is often found stalking me through the playground to make sure I've made contact with Ray White Summer Hill or Ashfield Mall or Mental Maths Abacus, amongst other businesses, to ask them for money. Gemma is the one who has shown the P&C how many local businesses out there really want to support the school and has made sure that the vast majority of the costs for our events have been covered by sponsorship so that every cent raised goes to the school. Gemma also introduced the Silent Auction into our lives, which doubled our event fundraising capacity. The outcome of this week's Local Schools Community Fund Application with \$17 780 granted to install a shade cloth in the Courtyard is thanks to Gemma.

Roshni Mezups our Treasurer – who nearly sent herself crazy getting us Deductible Gift Recipient tax status so that we could open our School Building Fund and receive tax deductible donations to help fund future enhancements to the school. Roshni has been involved with the P&C for several years now and has been enormously supportive and diligent in her role.

Ali Matheson – who joined us as an OC parent from Enfield, where she had been President of the P&C. Ali very generously approached me soon after I stepped up as President to offer her knowledge and her support. Ali was inevitably drawn into the question of how to create an everyday healthy canteen in the school and she rose to the challenge. She chaired the canteen working party and the selection panel and we owe her a debt of gratitude for the work she did on that project and the fact that we have Badalya canteen today.

Olivia Patchett – who has been a power house of great ideas with the project management skills to execute them efficiently. The inspiring front entrance artwork created by a local artist Kim Siew was the brain child of Olivia who managed the entire project in Term One.

Last but not least, a big thank you to the P&C Executive Committee as a whole who have worked so well as a team, contributing ideas and opinions and being actively committed to the progress of the school:

Ali Matheson, Olivia Wood, Roshni Mezups, Tab Patterson, Michael McAteer, Finn Lattimore, David Lattimore and Brennan Daly

Thank you all for a hugely enjoyable and successful 2019.

Sarah Vickers

Outgoing P&C President

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 cared for and 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 collaborative 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

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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Learning

Learning Culture

Our school community holds strong aspirations for the success of every student. Teachers, parents and students have a shared vision that is articulated that school is a place to for students to feel motivated and engaged.

This school-wide commitment to a single, deep-seated moral purpose: to see every student learning successfully and working toward their potential is led by the principal and is articulated each day via the principal's address to the school community on morning lines. During the address the school's ten wellbeing choices are promoted with the high expectation that all students will feel motivated and supported to engage and succeed.

There is also a school-wide commitment to maintaining a caring and cohesive school culture conducive to the pursuit of the school's vision. All staff work to create warm, purposeful and mutually supportive relationships between colleagues, parents, students and members of the wider community. For example, staff are responsive to the needs of our students and their families, with flexibility and understanding to overcome individual circumstances that may create barriers to student progress, achievement and wellbeing.

Wellbeing

A systematic approach to wellbeing is used at Ashfield Public School, with students being explicitly taught and supported to articulate their motivation for success as ten choices: to be responsible, respectful, resilient, fabulous, a friend, safe, a learning, healthy, inclusive, and to embrace diversity. Feedback is given to students about their wellbeing via Certificates of Success, School Awards and Trophies. This feedback enables each student to affirm their choices, and understand their increasing self-efficacy to enhance their wellbeing.

The use of Sentral, an online management system, enables the school to monitor Wellbeing, with data to confirm that all students regularly receive awards. The ability of the school to collect this data about Wellbeing is about assuring that no student is inadvertently overlooked, and that every child is known and cared for.

Initiatives such as Rock and Water and the Scoobie Club bolstered the school's wellbeing processes to give extra support for identified students by providing extra opportunities for them to develop self-awareness, and increase self-confidence and personal and social capability.

Curriculum

The school creates, accesses and shares resources, including Paragraph Power, Matific and Accelerated Reader. This is about sustaining a consistency of teaching practice across the school and thereby enabling learning to be monitored longitudinally across the school. The shared use of these resources, with its focus on improving teaching, has a positive impact on consistent teacher judgement and supported professional conversations about how to challenge and maximise learning opportunities for all students. For example, Paragraph Power has supported teachers to deliver short, sharp writing lessons with a focus on crafting ideas and developing text forms and features.

In 2019 all teachers participated in professional learning to develop their knowledge and understanding of, and skills to differentiate curriculum delivery within classrooms to engage all students of all abilities. Teachers were trained in Universal Design for Learning (UDL) which is an approach used by teachers to make lessons and classrooms accessible and appropriate for individuals with different backgrounds, learning styles and abilities. The result of the professional learning was an increased ability engage in quality teaching practices that meet the needs of all students.

Assessment

The school continued to support all teachers to effectively use Assessment for Learning to seek and interpret evidence for use by learners and teachers to decide where learners are in their learning, where they need to go and how best to get there. Professional Learning revisited Learning Intentions and Success Criteria with a focus on developing their effectiveness to help the teacher and student make judgements about the quality of student learning.

In Term 3, a K–6 proforma provided reliable assessment information that evaluated student learning regarding Design Thinking as part of the Science and Technology syllabus. The proforma was introduced to teachers at a Professional Learning Session as a consistent whole school approach to support the analysis of student ability at each step of the Design Thinking process. The proforma enabled teachers to consider how to measure the ability of students to apply Socratic Questioning and use critical and creative thinking. The proforma brought clarity to the complexities of teaching and assessing the Design Process.

Reporting

The Student Semester Report was expanded to provide more detailed, clear and specific information about student growth, next steps. All reports included the student's Reading Age and Writing Band.

The Writing Band was included in the English section of the Report and described a student's performance on a specific writing task which was completed at the beginning of Term 4. To assign a student with a Writing Band, the class teacher used a marking criteria which was devised by the school and based on the marking guide used for the annual NAPLAN writing task for Years 3, 5, 7 & 9. The Writing Band tool is inclusive of students with disability, or special learning needs, who might be at a pre-writing level. The Writing Band Tool will enable parents to track the growth and progress of their child's writing across the school years.

Student Performance Measures

The use of PM Benchmark, Star Reading, the Writing Band tool and Essential Assessment enables the school to identify what growth is expected for each student and to identify students who are achieving below or higher than expected.

The school also analysed NAPLAN data to identify areas of strength and areas for development. In the 2019 NAPLAN, the school was above the State for being *at or above expected growth* in reading and writing. While the Year 5 results were above the State for being *at or above expected growth* in numeracy, spelling, and grammar and punctuation, the Year 3 results were below. This data will inform the allocation of resources to support the Year 3 cohort as they move into Year 4.

The school was delivering in value add from Best Start to NAPLAN Year 3. It was sustaining and growing in NAPLAN Year 3 to Year 5

Teaching

Effective Classroom Practice

The school continues to identify, understand and implement the most effective explicit teaching methods. The highest priority is given to Visible Learning, which continues to be used school wide as a way for students to articulate what they are learning and explain their next steps for continued progress.

The structure of the Individual Education Plan and Behaviour Support Plan was updated to be consistent with the language used for Visible Learning. These plans are about providing differentiated support to students with identified learning needs.

On the Plans, the term, 'Learning Intention' replaced the word 'Goal', with an emphasis on a statement, created by the teacher, to clearly describe what the teacher wants the student to know, understand, and be able to do as a result of learning and teaching activities.

The term, 'Success Criteria' replaced the word 'Strategies', with an emphasis on using statements, developed by the teacher, parents and/or the student to describe what success looks like. The Success Criteria helps to make judgements about the quality of student learning.

Data Skills and Use

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and student wellbeing.

The Leadership team has increased its ability to effectively use whole school data to allocate resources to identified areas of need. For example, a Writing Band Level and Reading Age for all students was recorded and collated into a spreadsheet that enabled the Leadership team to identify individual students at risk, and understand patterns of under-performance of particular student cohorts. Using this information identified students were enrolled in interventions such as the Bill Crews Reading program or a Gifted and Talented extension program.

The information was also used at a Stage Level to support targeted teaching practices and identify high performing students and student cohorts.

Professional Standards

The school procedure for supporting teachers achieve accreditation as per the mandatory requirement of the NSW Educational Standards Authority, continued to be rigorous and effective. All teachers who finalised their accreditation at the level of proficient, worked with the principal to ensure a focus on understanding and applying the Australian Professional Standards for Teachers.

A deep dive into the Australian Professional Standards for Teachers saw a particular whole school focus on differentiating teaching to meet the specific learning needs of students across the full range of abilities. This included professional learning in the area of Universal Design for Learning (UDL).

Learning and Development

A Learning (Teaching Sprint) was introduced as a new structure for Professional Development, and involved maintaining a particular focus throughout each term, which for 2019, encompassed the key learning areas of English and Science.

A Learning (Teaching) Sprint enables the impact of Professional Development on student learning outcomes to be measured and understood. The sprint introduces a focus at the beginning of the term, requires the professional learning to be applied to teaching practices throughout the term, and evidence of impact on student outcomes to be measured and understood at the end of the term.

Incorporated into the Learning (Teaching) Sprint was Universal Design for Learning (UDL), an approach used by teachers to make lessons and classrooms accessible and appropriate for individuals with different backgrounds, learning styles and abilities.

A positive result of professional learning for 2019 was that all teachers increased their ability to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.

Educational Leadership

Throughout 2019, the school principal and other school leaders continued their strong leadership by promoting the use of research-based teaching practices in all classrooms with a focus on every student being engaged, challenged and learning successfully. By using the research of Dr Simon Breakspear, attention was given to strengthening evidence-based practices to inform quality teaching.

Educational leadership was enhanced through the use of improved online assessment tools and high-quality systems and activities. These tools have greatly improved the capacity of school leaders to measure and understand whole school improvement. For example, the expansion of Sentral, an online school and student management system, enabled the quick access of information about every student which could be used to be proactive and responsive

School Planning, Implementation and Reporting

The School Plan continued to be at the core of continuous improvement efforts. The nine processes of the plan: 1) Measurable growth, 2) Systematic implementation of the school curriculum, 3) Effective teaching practice, 4) Differentiated Learning, 5) Future focused learning, 6) Student engagement and wellbeing, 7) Management practices, 8) Collaborative Practice & 9) Educational leadership are central to the collaborative decision-making process of the school. The processes inform decisions that are made about the allocation of resources, the structuring of school procedures and systems, and professional learning. For example, the Measurable Growth process guided the school's investment in two online assessment tools: Essential Assessment and Star Reader.

School Resources

The school leadership team met weekly, with a recurring agenda item for the meeting being to track the use of resources and their impact on student outcomes. For example, the leadership team reflected on the deployment of Student Learning Support Officers (SLSO's) to meet the needs of students with disability from the Support Unit who are learning alongside students in mainstream classes. Evidence showed the Leadership Team that for Collaborative Classrooms to succeed, an investment in SLSO's is required.

Funding allocated to the school via Resource Allocation Model (RAM) methodology, was used to respond to areas of need in Literacy that had been identified by data. A teacher was employed for three days per week to join the Learning and Support Team. The role of this teacher was to run learning interventions with groups of student in the area of writing. Post-assessment was used to measure the positive impact of the learning intervention on student achievement.

Management Practices and Processes

The leadership team adopts a consultative decision-making process which means that teachers, parents and other groups in a school community have the opportunity to receive information, engage in discussion, put forward ideas, and have their views considered in before a final decision is made. For example, the update of the Acknowledgement of Country provided the opportunity for a group of students, working with a teacher to explore the revision of this important protocol. The new Acknowledgement of Country is now used at assemblies and is published in the School Newsletter.

Via a Semester Two Tell Them From Me (TTFM) Parent Survey, the school was above the NSW Government Mean in a number of areas with parents indicating that :

- they feel welcome in the school
- they are informed about their child's progress and development
- that the school is inclusive and staff take an active role in making sure all students are included in school activities

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.

Improvement Measures

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.

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.

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.

Overall summary of progress

The school continued to sustain and grow its capacity to measure student growth through the systematic collection of student data. Attention was given to developing the school's capacity to track student growth longitudinally so as to monitor students as they progress from year to year. This included building the capacity of the leadership team to identify data collected from a range of assessment tools to identify student achievement at particular points in time, analyse progress and respond accordingly. The leadership team showed increasing confidence and capability to make data informed decisions that saw the allocation of resources according to the needs of individual students and student cohorts. For example, whole school student data was used to identify students to participate in the Bill Crews Reading program.

The introduction of Universal Design for Learning (UDL) via a series of Professional Learning Workshops, facilitated an integrated and systematic whole school approach to differentiating quality teaching, curriculum planning and delivery, to engage students of all abilities. The impact of UDL on teaching and learning programs across the school was the development of high-quality resources that enabled teaching to be adjusted to respond to a diverse range of student need and ability. The resources enhanced the efficacy of explicit teaching strategies, and therefore supported all students to more effectively understand more complex concepts and lesson content.

Individual Education Plans and Behaviour Support Plans continued to provide important evidence that teaching programs were being adjusted to address student needs. These plans were moved onto Sentral, an online student management system, with the language of the plans changed to support the school's use of Learning Intentions and Success Criteria. Easily accessible via the Student Profile of Sentral, these plans documented the accommodations and adjustments that were made according to the needs of individual students. The plans also provided evidence for the NCCD (Nationally Consistent Collection of Data), an annual collection of information from all Australian schools on the numbers of students with disability and the adjustments they receive.

The school continued to support effective teaching practice by providing ongoing Professional Learning (PL). There was a focus on making PL a collaborative, informed and consistent process with all teachers engaging with The Australian Professional Standards for Teachers, to reflect on, and develop their teaching practices. School-made professional learning sessions were approved by the DoE Teacher Accreditation Pathways and Learning Quality team. The sessions were then made available on the DoE online Professional Learning platform, @MyPL, to enable teachers to track their professional learning as evidence for their Maintenance of Accreditation. PL was also provided to School and Administration Support Staff (SASS) including training in engaging students with difficult behaviour.

In 2019, the Learning (Teaching) Sprint process was continued, whereby a particular area for professional learning was focused on a particular term. This approach enabled professional learning on a Staff Development Day to be applied in the classroom throughout the term, with evidence of practice collected to understand the positive impact of professional learning on student outcomes.

Learning Support meetings and Stage meetings continued to provide opportunities for collegial discussions with colleagues to evaluate and improve professional knowledge and practice, and the educational outcomes of students. The emphasis of meetings is always on knowing students and how they learn, and responding accordingly.

Progress towards achieving improvement measures

Process 1: 1.1 Measurable Growth: The learning goals for students are informed by analysis of internal and external student progress and achievement data

Evaluation	Funds Expended (Resources)
<p>The school improved its use of a centralised system for analysing and reporting data on student and school performance. This included:</p> <p>1) Publishing the Reading Age and a Writing Band of each student on the Semester report which provided clear and specific information about student learning, growth, next steps and improvement measures. This information enabled parents to track the progress of their child across the year.</p> <p>2) Trialling the use of an online assessment tool, Essential Assessment, with data being used at Stage meetings to inform collective decisions about student learning. The information from Essential Assessment has increased the efficiency of data collection for mathematics by supporting shared and consistent understanding of student strengths and weaknesses.</p> <p>3) Trialling the use of a Phonics Screening Assessment to understand the proficiency of Year One students with phonic knowledge and word recognition. The result of the Phonics Screen was identifying a need to introduce a Whole School Phonics Program for 2020.</p> <p>4) Obtaining data on the School Award System to support teachers meet the requirement that all students receive at least one School Award per Semester. The success of tracking Student Awards was that every student was identified and that every child was known, valued and cared for.</p>	<p>Whole school assessment schedule</p> <p>Accelerated Reader: \$5959</p> <p>Essential Assessment: \$3600</p> <p>Sentral: \$8673</p> <p>Writing Band Tool</p> <p>UK Phonics Screen</p>

Process 2: 1.2 Systematic implementation of the school curriculum: A coherent, sequenced plan for curriculum delivery that provides consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels

Evaluation	Funds Expended (Resources)
<p>The school focused on a number of areas associated with the systematic implementation of the school curriculum. This involved developing teacher capability to:</p> <p>1) Use the Literacy Progressions to identify student progress. In particular the sub-element of <i>Creating texts</i> was focused on to understand how students become increasingly proficient at creating texts for an increasing range of purposes. Teachers used student work samples to understand how writing moves from representing basic concepts and simple ideas to conveying abstract concepts and complex ideas. As a result, teachers are more familiar with the progressions and the syllabus content, and increased their ability to analyse student work samples which resulted in more explicit teaching to meet identified needs.</p> <p>2) Apply Universal Design for Learning (UDL) to design and implement effective teaching strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. Teachers increased their understanding and ability to make lessons and classrooms accessible and appropriate to engage individuals with different backgrounds, learning styles and abilities.</p> <p>3) Understand and teach Design Thinking and Computational Thinking as part of the implementation of the new Science and Technology Syllabus. All</p>	<p>Teacher training material for Professional Learning</p> <p>School Interviews online booking system: \$180</p> <p>Inclusive Schools consultant: \$6180</p> <p>Literacy Progressions</p>

Progress towards achieving improvement measures

teachers participated in professional learning, and the Term 3 Student Led Conference focused on students presenting a Design Thinking task to their parents. All teachers gained a deep understanding of how to embed Design Thinking and Computational Thinking into a series of lessons.

Process 3: 1.3 Effective teaching practice: Systems and procedures are in place to enable the development of a collaborative culture of continuous professional improvement that includes classroom-based learning and mentoring

Evaluation	Funds Expended (Resources)
<p>Effective teaching practice relies on effective professional learning. The Learning (Teaching) Sprint model was successfully adapted at Ashfield Public School and had a positive impact on developing teacher capacity and ultimately a positive impact on student progress and achievement. Rather than the typical 'one-off' professional learning sessions, the Learning (Teaching) Sprint model is about maintaining a focus on a particular area to enable a 'deep dive' over an extended period of time. The Learning (Teaching) Sprint model enables teachers to understand research and curriculum models, apply them to explicit teaching practices, collect data on the impact of their understanding and collaboratively evaluate success.</p> <p>The 2019 focuses for the Learning (Teaching) Sprints were:</p> <p>Term 1: Creating Text: Paragraphing</p> <p>Term 2: Creating Text: Paragraphing</p> <p>Term 3: Design Thinking and Universal Design for Learning</p> <p>Term 4: Computational Thinking and Universal Design for Learning</p> <p>A Learning Walk was introduced in Term 3 with all teachers visiting classrooms to observe Universal Design for Learning (UDL) in action. Teachers gave peer-feedback regarding the use of resources that were on display in the classroom. These resources had been created, or sourced by teachers specifically to enable students with disability and special learning needs to access learning on the same basis as their peers.</p> <p>There was a very high quality of visual and interactive resources clearly visible in classrooms to support the explicit teaching of the complex concept of Design Thinking. It was evident that these resources had been designed with consideration of how to overcome barriers to understanding and thereby challenge students with disability and special needs to improve their performance.</p> <p>All teachers had the option to link their Professional Development Plans (PDP) to the school-based professional learning in UDL, so as to develop Effective Teaching Practices, as per the School Plan,</p> <p>By linking their PDP to the School Plan, teachers were able to take advantage of the Professional Learning offered by the school to meet professional goals. Linking their PDP also increased the effectiveness of the PDP as a mechanism for professional growth through professional collaboration with colleagues.</p>	<p>Casual Salaries to cover teachers off school site attending Professional Learning courses: \$30 198</p>

Next Steps

Introduce data walls to focus the work of every teacher on the growth and achievement of every student. Students will be grouped as a whole school to show progress in reading, participation in Triple E initiatives, and adjustments via Education and Behaviour Support Plans.

Introduce a K–6 phonics program to enable the systematic instruction of synthetic phonics and word study across the

school with all students plotted on the Literacy Progressions.

Introduce Case Management meetings, where all teachers to meet in Stage groups to plan the implementation of alternative or new strategies for students, of any ability who are not progressing in their learning.

Use Essential Assessment, an online learning tool, to enhance reporting to parents with all students, K–6 to be assessed at three points in the year (Pre–, Mid– and Post–) with a printout of 'Skills Achieved', and 'Skills to be 'Developed' included in the Semester Report.

Engage in Professional Learning to further develop teacher ability to teach, assess and report on the General Capabilities of the Australian Curriculum.

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.

Improvement Measures

2.1 Differentiated Learning and Engagement: Teachers identify interests and talents of all students and monitor their participation in Triple E (extension, enrichment and engagement) activities.

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.

2.3 Student Wellbeing: The school systematically monitors data relating to student attendance and other behavioural data to provide evidence of an increasing strategic and planned approach to whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Overall summary of progress

The Triple E (Engagement, Enrichment and Extension) program continued to be an important way of engaging students at school to increase their enjoyment and motivation to succeed. All students were expected to participate in at least one Triple E initiative with their participation recorded on Sentral. A benefit of the Triple E program has been to support students interact outside of their class in structured, high interest activities and thereby increase their sense of belonging at the school and the opportunity to make new friendships. The Triple E program also provides the opportunity to develop skills associated with a particular activity and for some activities, be part of events outside of the school such as the Recorder Ensemble performing at the Sydney Opera House and the Robotics Club competing at the Robo Cup.

The Future Focused program continued throughout 2019, with all students participating in a weekly one-hour lesson with a specialist teacher. This program extended on learning that occurs within the classroom, where all students develop the skills and capabilities for effective group learning and a team approach to problem solving. As part of Future Focused, in Term one all students learned Philosophy which was about developing the capacity to enquire philosophically. During lessons students explored ideas and practised building on each other's arguments. All students were supported to be inquisitive, be more rational, critical and open-minded, and interact in more fair-minded and collaborative ways.

As part of the school's strategic and planned approach to wellbeing, in Term One the school took at a 'deep dive' into the Wellbeing Choices (responsible, respectful, resilient, safe, learner, fabulous, friend, healthy, inclusive and embracing diversity) through the implementation a program called Strong Minds. The aim of Strong Minds was to increase our understanding of wellbeing by linking 24 Character Strengths to each Wellbeing Choice. Throughout Term One there was increased appreciation and understanding of how character strengths support people to make good wellbeing choices.

Progress towards achieving improvement measures

Process 1: 2.1 Differentiated Learning and Engagement: Students engage in a range of learning opportunities that are at their interest level and develop their skills and talents

Evaluation	Funds Expended (Resources)
The school's Triple E (Engagement, Enrichment & Extension) initiative continues to play a key role in differentiating teaching to meet the specific learning needs of students across the full range of abilities. The aim of Triple E is to offer high interest, high engagement activities that develop individual confidence, specific knowledge and understanding, across a range of key learning areas. These activities have included Maths, English, Public	Triple E Program: \$9513 Sentral School funding of excursions, activities and resources

Progress towards achieving improvement measures

Speaking, ICT, Robotics, Music, Visual Art, Performing Arts and Environmental Education

The school expanded the Triple E initiative with new activities added to the 2019 calendar including:

1) The String Ensemble which was introduced to provide the opportunity for students learning to play a string instrument to understand the dynamics of playing in an ensemble and apply their skill to performing as part of a group. A highlight of the year was performing at the Sydney Opera House in a combined school's orchestra as part of the Festival of Instrumental Music.

2) An art project that involved working with the Inner West Council and an artist/parent from Ashfield Public School. The students created an art installation made from their old t-shirts for the Inner West Council's EDGE Ashfield festival. The circular design on the t-shirts signified the circularity of the t-shirt's life cycle and linked to the theme of culmination of the harvest and the full moon that is celebrated by our Asian community.

Process 2: 2.2 Future focused learning: A focus on creativity, collaborative learning and a student's ability to apply knowledge to new situations and use digital tools.

Evaluation	Funds Expended (Resources)
<p>Professional Development placed an emphasis on developing teaching strategies to meet the requirements of Future Focused learning, with attention on the implementation of the Science & Technology Syllabus.</p> <p>The structure of the Professional Development was the Learning (Teaching) Sprint model with teachers developing their knowledge and skills to explicitly teach Design Thinking and Computational Thinking. Teachers also applied their knowledge of Universal Design for Learning and subject content to create a range of resources.</p> <p>The impact of the Professional Development was demonstrated during the Term 3 Student Led Conferences. All students (including students with disability and special needs) showed a capability to communicate their understanding of the design thinking process by identifying a problem and articulating an innovative solution based on evidence and justification.</p>	<p>Professional Learning material</p> <p>Teacher-made resources</p>

Process 3: 2.3 Student Wellbeing: Evidence based whole school practices that drive measurable improvements in wellbeing

Evaluation	Funds Expended (Resources)
<p>Data collected via Sentral, an online student management data system, was used to track the distribution of School Awards so that all students were known and cared for. This data, accessible to all teachers, confirmed that 100% of students had received at least one School Award.</p> <p>Rock and Water, a self-confidence and self-awareness building program enabled identified students to work with a teacher to build their resilience and capacity to make positive connections at school. The program improved the ability of these students to participate and learn as part of a team.</p> <p>A Scoobie Club, Library Lunchtime and Lego Club initiatives provided students with a safe space and the opportunity to interact with a teacher for advice, support and assistance. The positive impact of these initiatives was observed through the positive attitude and engagement of students.</p> <p>The Refugee Week initiative involved all students contributing to an artwork which was introduced at a school Refugee Week event and displayed at the DoE Inner West Arts Festival, then photographed and published in the DoE</p>	<p>Rock and Water materials and teacher training</p> <p>Sentral</p> <p>Tell Them From Me survey</p> <p>24 Strengths resources, Parent Workshop and Teacher Training</p> <p>Refugee Week: \$800</p>

Progress towards achieving improvement measures

Calendar for Cultural Diversity 2020. All students participated in a lesson to develop knowledge, understanding and empathy towards the issue of refugees. Staff from Settlement Services International, which provides a range of services in the areas of refugee settlement and a neighbour of Ashfield Public School, attended the Refugee Week event.

A Tell Them From Me students survey conducted in Term 2 showed that 80% of students from Year 4–6 at Ashfield Public School of students feel accepted and valued by their peers and by others at their school. It also showed that 84% of students have friends at school they can trust and who encourage them to make positive choices.

24 Strengths enhanced the language of the Wellbeing Choices and help students, teachers and parents to feel motivated and successful as they engage at Ashfield Public School with the common goal that all students are supported and given the opportunity to learn and make progress.

Next Steps

Include an individual report on participation and achievement in the Triple E in the Semester Report.

Investigate the use of an online learning platform to increase efficiency of providing teacher feedback for homework.

Develop the keyboard proficiency of all students with a focus on developing Touch Typing skills.

Build the capacity of the SRC to have a positive impact on the school by releasing a teacher and SRC representatives from class to engage in an SRC session one afternoon each week.

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.

Improvement Measures

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.

3.2 Collaborative Practice: Agile teaching and support practices enable students with a disability to have the same educational opportunities as other children.

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 measurable whole school improvement.

Overall summary of progress

Effective management practices at Ashfield Public School has remained firmly on the application of resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. Data from a 2019 Tell Them From Me (TTFM) Teacher Survey indicated that the majority of respondents believe that school leaders are successfully leading improvement and change.

The establishment of a new canteen in 2019 was a result of the effective partnership between the P&C and school. The process to establish the canteen involved working with the DoE Schools Finance Learning & Business Systems to complete a tender process. A naming competition launched the canteen in Term 4 as Badalya, a Dharawal word meaning food. The canteen has been very successful in meeting community expectations to provide healthy food with a commitment to environmentally friendly practices.

A TTFM Parent Survey indicated that the majority of respondents believe that the school is well-maintained. Each day the General Assistant processed job requests submitted by teachers and attended to identified maintenance issues. The school's WHS team met twice a term to discuss and address issues regarding the school's capacity to provide a safe and supportive environment. Evacuation and lockdown procedures were practised, reviewed and improved, and detailed risk management plans created for on-site and off-site activities. The school's Learning and Support Team provided a weekly opportunity to discuss how the behaviour and learning of students is supported, including anti-bullying strategies, to create a positive whole school environment of wellbeing.

The investment of professional learning on developing systems and teaching strategies for inclusive practice had a high impact on our community. The Principal, Mr Moran, spoke at a Parliamentary Forum at Parliament House about how students from the Support Unit are participating in learning alongside students in Mainstream classes. Resulting from this address was a visit to the school by the Minister for Education, Sarah Mitchell to increase her understanding of how students with disability at Ashfield Public Schools are being educated alongside their peers. An article written by the Principal was published on the Disability Strategy section of the Department of Education's website.

The leadership team developed its capacity to lead the teaching and learning by participating in a 3 day workshop on the Agile Leadership for Collective Impact Program with Simon Breakspear. As a result of training, the Leadership Team had an improved ability to lead change in the area of curriculum via the Learning (Teaching) Sprint process. Focusing on smaller, achievable and measurable goals enabled the Leadership Team to better track the implementation of the new NESA Science Syllabus and better support teachers to design effective Units of Work.

Progress towards achieving improvement measures

Process 1: 3.1 Management practices: Management practices sustain and grow a whole school culture of high

Progress towards achieving improvement measures

Process 1: expectations and achievement, and effectively cater for the range of equity issues in the school

Evaluation	Funds Expended (Resources)
<p>The Executive Team developed its capacity to collect and analyse whole school data to understand trends across the years and within student cohorts. Data has been used to inform school-wide programs and approaches for students requiring additional or specialist support including:</p> <ul style="list-style-type: none"> – the Bill Crews Reading Program – intensive Numeracy sessions – intensive Literacy Session (Multi-Lit and Mini-Lit) <p>The positive impact of these programs was measured with data showing the academic growth of individual students.</p> <p>The leadership team engaged in instructional leadership to support teachers develop their understanding of effective strategies for differentiating the curriculum. Assistant Principals worked with their Stage teams to create Universal Design for Learning resources that enabled students to access Stage appropriate content. The result of this instructional leadership was increased understanding and ability of teachers to cater for the range of ability in their classrooms.</p> <p>Annotation of the Programs to show differentiation and accommodations to engage students of all ability through Core, Extension and Support activities has enabled teachers to work towards meeting the learning and wellbeing needs of all students in their class.</p>	<p>Teaching Programs</p> <p>Bill Crews Reading Program with volunteer tutors</p> <p>Multi Lit and Mini Lit programs</p>

Process 2: 3.2 Collaborative Practice: Students with disability are provided with opportunity and choices comparable to those available to students without disability, including participation in education on the same basis as other students

Evaluation	Funds Expended (Resources)
<p>Collaborative Practice took the form of Collaborative Classrooms, an initiative that has involved students from the school's Support Unit learning in mainstream classrooms alongside their peers. Anecdotal observations of the initiative have provided evidence that the initiative is positively impacting on developing the personal and social capability of all students, as per NSW Educational Standards Authority (NESA) and the Australian Curriculum.</p> <p>A comprehensive timetable for Student Learning Support Officers (SLSO's) enabled students from the Support Unit to learn alongside their peers in mainstream classrooms for specific subjects. The timetable also enabled school leaders to allocate sufficient SLSO's so that the appropriate support was available for students to achieve success and feel motivated, in the larger classroom setting.</p> <p>Professional Learning was provided to all teachers, as a collaborative capacity was developed to create resources and implement teaching strategies to engage all students of all abilities.</p> <p>Teachers have increased their confidence and teaching expertise to differentiate the curriculum to accommodate different abilities. Students have increased in compassion and understanding when engaging with diversity. The school is breaking down the labels of support unit and disability. Parents are seeing their children included. Students with disability are working alongside their peers.</p>	<p>Student Learning Support Officers: \$52 000</p> <p>Whole School Timetable</p> <p>Professional Learning</p>

Process 3: 3.3 Educational leadership: The leadership team maintains a focus on distributed instructional

Progress towards achieving improvement measures

Process 3: leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement

Evaluation	Funds Expended (Resources)
<p>The leadership team was greatly influenced by the work of Doctor Simon Breakspear. The principal and two assistant principals attended a 3-day workshop with a focus on effectively leading innovation and change through a focus on research-informed practice and a whole school culture of collaboration and improvement. Doctor Breakspear provided training on the Boulder, Pebble, Sand Tool which was about identifying the finer-grain component of improvement – this is about focusing on small, achievable goals to effectively measure the impact of quality teaching.</p> <p>Following the training, the concept of 'deep dives' into a particular aspect of school improvement was introduced to Ashfield Public School, which enabled a focus on doing something very well, from beginning to end to ensure success rather than getting distracted or overwhelmed. The leadership team created a mindset that professional learning would focus on a specific learning outcome, which would become the focus of developing pedagogical expertise.</p> <p>As part of the Boulder, Pebble, Sand tool the school principal provided instructional leadership, by modelling teaching practice and working with teachers. For example, in Semester Two the focus was on understanding the Science & Technology Syllabus to devise Design Thinking and Computational thinking tasks. The principal created resources and led professional learning workshops to help teachers understand the impact of Socratic Questioning on enhancing deep thinking, deep knowledge, and problematic knowledge.</p> <p>The engagement of a specialist in Inclusive Education supported a 'deep dive' into collaborative practice whereby teachers work together to ensure that students with disability are able to successfully learn alongside their mainstream peers.</p> <p>The 'deep dive' increased the confidence and capacity of teachers to effectively include students with disability. It enabled the leadership team to create a positive shift in mindset towards including and teaching students with disability. It enabled the leadership team to introduce a whole school timetable whereby students with disability were able to enter mainstream classes.</p>	<p>Simon Breakspear 3 day Leadership Conference: \$1089</p> <p>Professional Learning resources</p> <p>Student Learning Support Officers: \$32 000</p>

Next Steps

Apply the research of Lyn Sharrat with a focus on the 14 parameters and increasing the impact of assessment to improve the quality of teaching practices.

Restructure the face-to-face meeting schedule for teachers, with a focus on reducing the time spent discussing organisational matters and increasing the time spent on discussing student achievement and how to improve student outcomes.

Develop Collaborative Classrooms with Support Unit Teachers and Mainstream Teachers engaging in Team Teaching practices with students from the Support Unit actively engaged in learning alongside their peers in mainstream classes.

Undertake an External Validation to assess the schools' achievement against the DoE School Excellence Framework.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Professional Learning: \$227 DoE Equity Loading: Full-time equivalent – (FTE) \$85 373 Flexible – \$38 743	<p>EAL/D education operates as an integral part of the whole school curriculum, with EAL/D teachers working in cooperation with class teachers and other specialist teachers to support EAL/D students. The ACARA EAL/D Learning Progression and ESL scales levels continued to provide the framework for the planning of differentiated instruction and assessment.</p> <p>All teachers shared the responsibility of establishing a class environment that enables differentiated learning and values cultural and linguistic diversity. Class teachers and EAL/D teachers collaborated on programs and taught together across the areas of English and History/Science. This collaboration enabled class teachers to be upskilled so as to confidently apply the EAL/D Learning Progression and ESL scales to their teaching.</p> <p>EAL/D specialist teachers attended the K–12 Multicultural Conference and professional development on using the EAL/D Learning Progressions. These sessions equipped these teachers with current EAL/D pedagogy, resources and strategies to improve student outcomes. EAL/D network meetings also provided collaborative professional development on current practice. The meetings provided the opportunity to share effective teaching strategies and maintain high expectations for EAL/D students.</p> <p>A particular focus for whole school teacher professional learning was rethinking the standard practice of assessment for EAL/D students. Teachers developed their knowledge and understanding of using differentiated assessments for EAL/D students including 1) providing additional time 2) allowing students to create a visual representation of their learning 3) providing a reader or bilingual support person and 4) allowing students to use a bilingual dictionary.</p>
Low level adjustment for disability	DoE Equity Loading: Full-time equivalent – (FTE) \$74 701 Flexible – \$43 270	<p>SLSO's were employed to increase the school's capacity to support students with disability to access the school curriculum alongside their peers. This was a particular priority for the school in 2019.</p> <p>The academic success of students with disability was tracked using the Writing Band Tool. The Social Awareness Element in the ACARA Learning Continuum, was explored as a way to measure the personal and social capability of students with disability as they engage in mainstream classrooms.</p> <p>The school collaborated with Dr Kathy Cologon, Senior Lecturer, Inclusive Education, Department of Educational Studies, Macquarie University and the NSW DoE Centre and Centre for Education</p>

<p>Low level adjustment for disability</p>	<p>DoE Equity Loading:</p> <p>Full-time equivalent – (FTE) \$74 701</p> <p>Flexible – \$43 270</p>	<p>Statistics and Evaluation (CESE) with a focus on addressing the complexities of successfully engaging complex learners in successful learning.</p> <p>Professional Learning for teachers focused on Universal Design for Learning (UDL) which is about creating resources and adjusting lessons so that students of all ability can engage with content at a particular Stage level. The impact of this Professional Learning has been an increase in the confidence and teaching expertise of teachers to differentiate the curriculum to accommodate different abilities.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>DoE Entitlement</p> <p>QTSS Release – 0.892</p>	<p>The Quality Teaching, Successful Students (QTSS) teacher allocation was used to mentor beginning teachers and provide professional development to support teaching and learning programs across the school.</p> <p>For example, the QTSS teacher led the Learning (Teaching) Sprints for Writing. In this Sprint, the 'Creating Texts' element of the Literacy Progressions was used as a reference point to guide teachers to collect evidence and address individual student needs, with a focus on challenging all students.</p> <p>During the Learning (Teaching) Sprints, teachers collaborated in Stage teams to develop effective teaching strategies and learn how to make effective adjustments to support learning across the range of abilities. Throughout the Learning (Teaching) Sprint, data was collected to track the impact of teaching. This supported dynamic teaching and learning programs, showing evidence of revisions based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.</p> <p>The QTSS teacher also led the implementation of a Reading Program to develop students identified as not meeting minimum proficiency in reading. This involved:</p> <ul style="list-style-type: none"> – creating a learning alliance with the Bill Crews Exodus Foundation to develop the program – using data to identify students from Stage 3 who were more than 2 years behind in their reading, and discussing the program at Learning Support Team meetings and Communication meetings – coordinating transport with students to be at school at 8am each day – coordinating volunteer tutors who were trained in 'Everyone Can Read', a phonics-based reading program

Quality Teaching, Successful Students (QTSS)	DoE Entitlement QTSS Release – 0.892	<p>– tracking data on participating students, which showed an average of over one year's growth in reading age within a 5 month period, with one Yr 6 student recording an increase of 2 years 2 months</p> <p>The Reading Program ran for one semester, and was celebrated at the end of the semester with a graduation ceremony involving students, volunteers, teachers and parents.</p> <p>The success of the Reading Program led to a 50% increase in the intake of students for the following semester.</p>
Socio-economic background	\$10 438 School Camp: \$1000 Other Activities: \$1000 Staffing: \$17 438	<p>The expenditure on Socio-Economic Background is about reducing the achievement gap for students from low socio-economic status backgrounds by creating equity of access to, and enabling participation in, a range of academic and social opportunities. The money enables the school to help students in disadvantaged circumstances to connect, thrive and succeed as they enjoy a sense of identity and belonging to the school community.</p> <p>The funding enabled students from low socio-economic status backgrounds to participate in the swimming program and in activities such as the Year 5 & 5 Camp and Class Excursions. It was also used to purchase school uniforms.</p>
Support for beginning teachers	DoE Allocation Staffing Costs: \$111 560	<p>Mentoring structures and collaborative practices supported beginning teachers, with each teacher being allocated an Assistant Principal or an experienced teacher as a mentor. Beginning teachers were provided with additional Release from Face to Face teaching (RFF) to support them with planning, programming and reporting.</p> <p>Accreditation meetings were conducted to discuss the NSW Education Standards Authority (NESA) requirements for accreditation, and prepare evidence to support accreditation at a Proficient Teacher level. During these meetings 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>All teachers use professional standards and Personal Development Plans (PDP's) to identify and monitor specific areas for development and continual improvement. Assistant Principals provided instructional leadership which included providing demonstration lessons and giving feedback on lesson observations of the Beginning Teachers.</p> <p>Two Beginning Teachers were involved in</p>

<p>Support for beginning teachers</p>	<p>DoE Allocation</p> <p>Staffing Costs: \$111 560</p>	<p>Quality Teaching data collection via the University of Newcastle which has led to a greater understanding of the elements of the NSW Quality Teaching Model.</p> <p>Beginning Teachers accessed professional learning to build student engagement including:</p> <ul style="list-style-type: none"> – Language, Learning and Literacy (L 3) Training – COGE (Certificate of Gifted Education) – Mathematics Olympiad Problem Solving Strategies – Universal Design for Learning (differentiating the curriculum) – Music Inservice Days for Festival of Instrumental Music and Combined Schools Choir – Softball Accreditation
--	--	---

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	190	222	259	251
Girls	180	220	235	230

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	94.3	95.2	93.8
1	95.9	95.7	95.3	92.7
2	95.3	93.2	95	94.5
3	94.3	95.4	95.3	95.6
4	93.6	94.6	94.1	92.7
5	95.7	94.7	95.2	95.8
6	96.3	92.5	93.5	94.5
All Years	95.4	94.3	94.8	94.2
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)	5
Classroom Teacher(s)	19.78
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.8
School Administration and Support Staff	6.96
Other Positions	0.8

*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	442,113
Revenue	5,217,982
Appropriation	4,813,540
Sale of Goods and Services	1,336
Grants and contributions	395,012
Investment income	1,469
Other revenue	6,625
Expenses	-5,350,143
Employee related	-4,715,659
Operating expenses	-634,484
Surplus / deficit for the year	-132,161

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	746,801
Equity Total	265,695
Equity - Aboriginal	4,171
Equity - Socio-economic	19,438
Equity - Language	124,115
Equity - Disability	117,971
Base Total	3,311,281
Base - Per Capita	119,140
Base - Location	0
Base - Other	3,192,142
Other Total	356,705
Grand Total	4,680,483

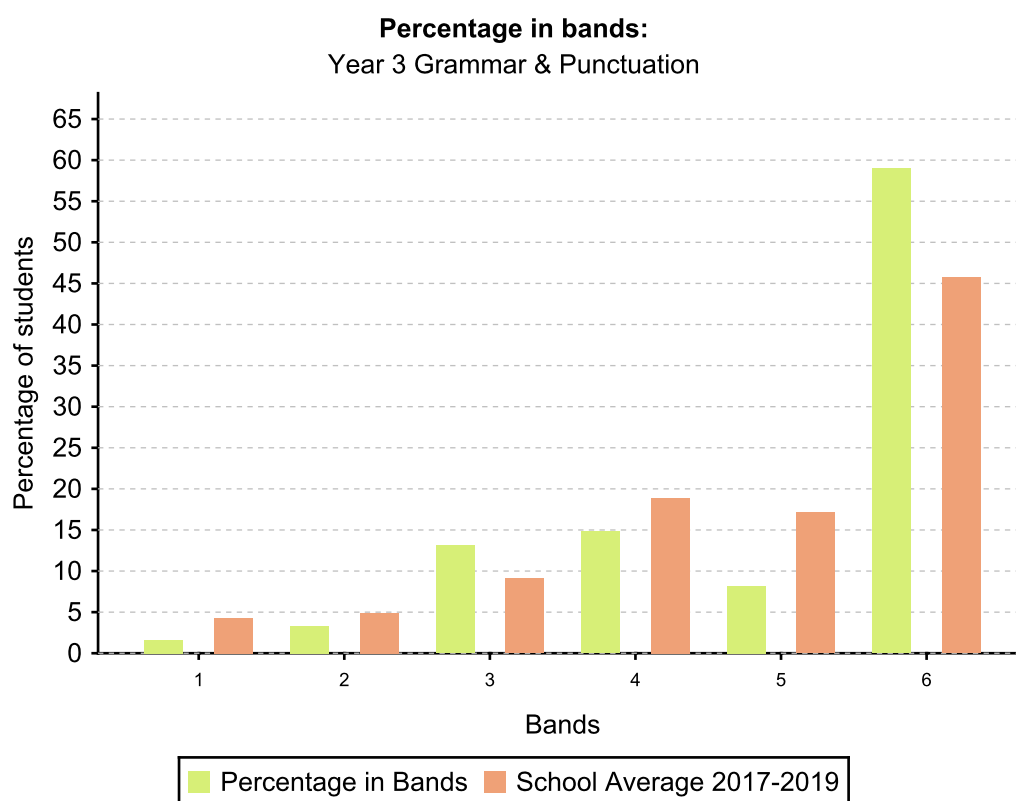
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

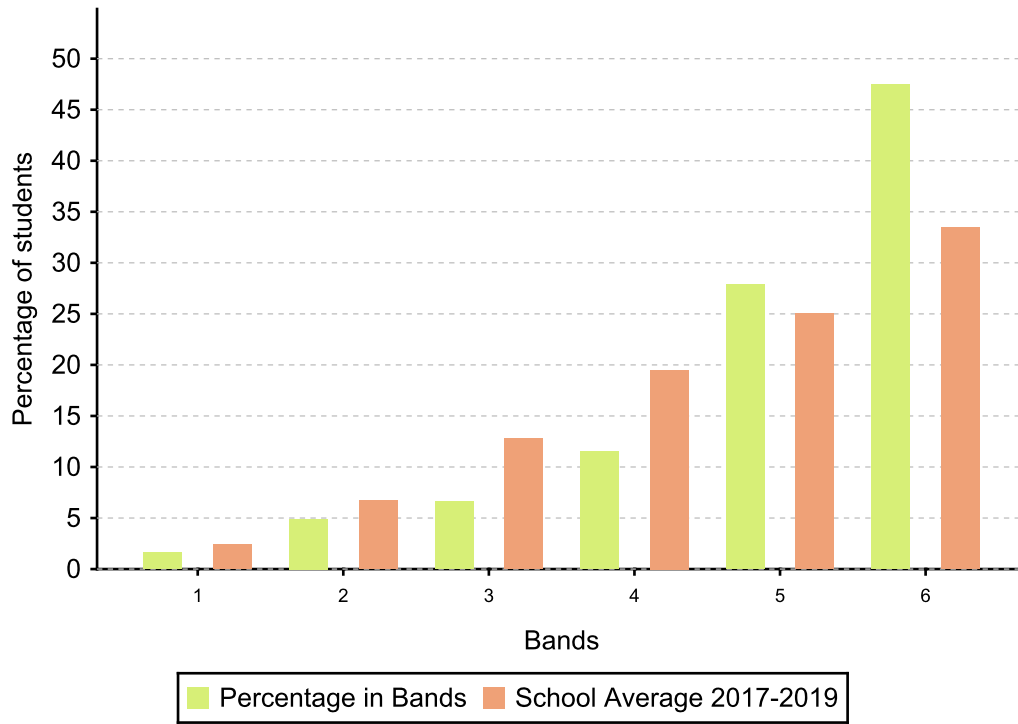
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



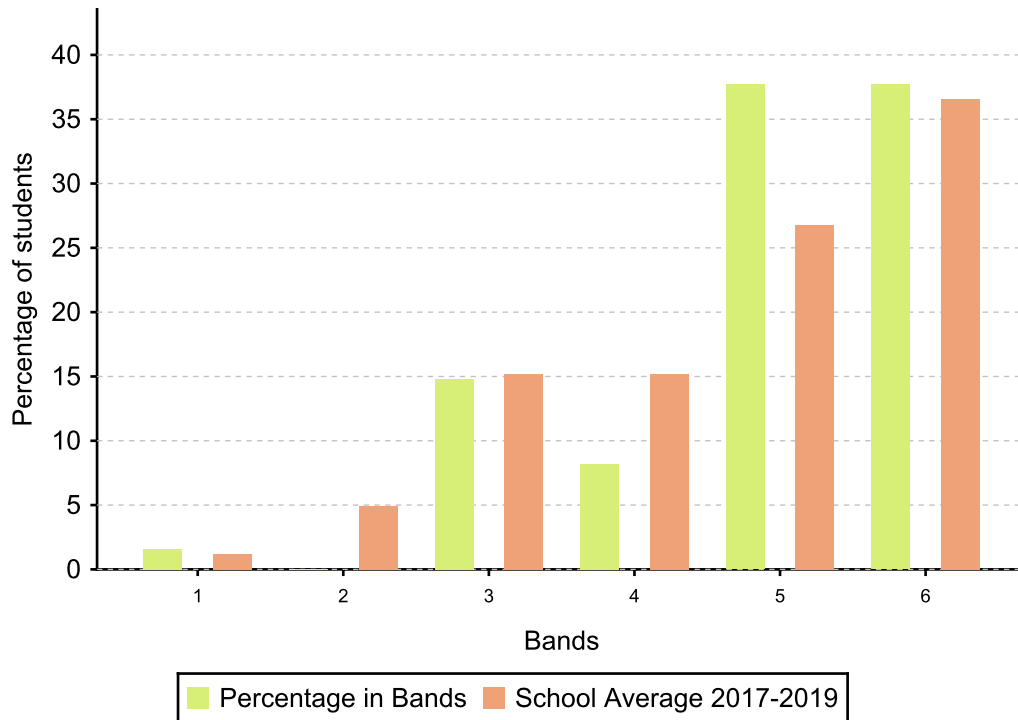
Band	1	2	3	4	5	6
Percentage of students	1.6	3.3	13.1	14.8	8.2	59.0
School avg 2017-2019	4.3	4.9	9.1	18.9	17.1	45.7

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	1.6	4.9	6.6	11.5	27.9	47.5
School avg 2017-2019	2.4	6.7	12.8	19.5	25	33.5

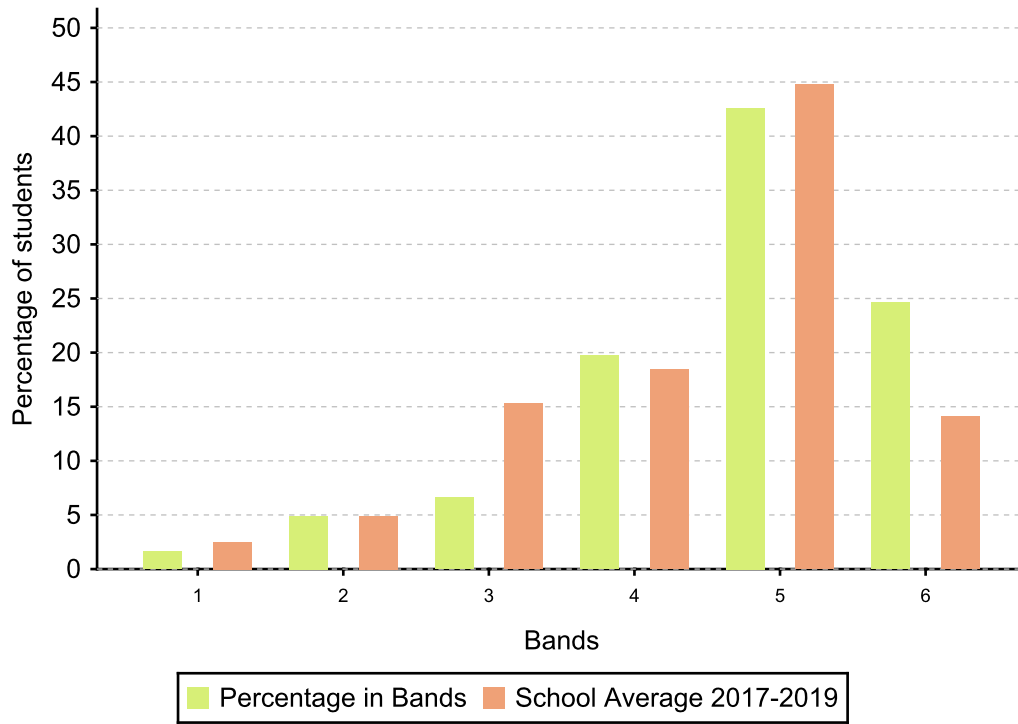
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	1.6	0.0	14.8	8.2	37.7	37.7
School avg 2017-2019	1.2	4.9	15.2	15.2	26.8	36.6

Percentage in bands:

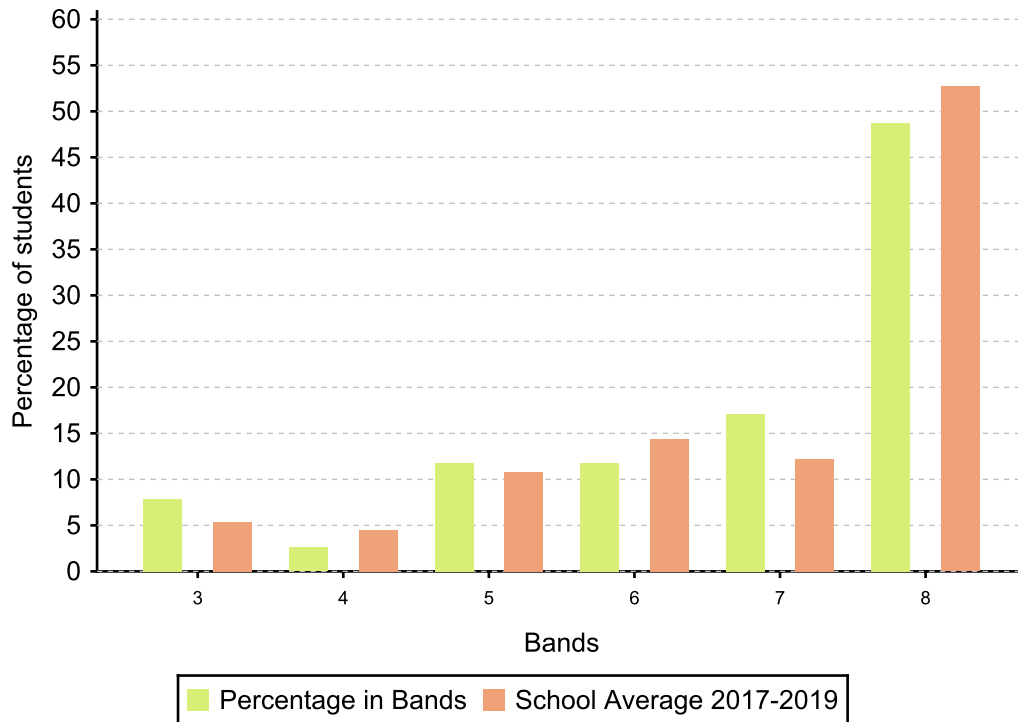
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.6	4.9	6.6	19.7	42.6	24.6
School avg 2017-2019	2.5	4.9	15.3	18.4	44.8	14.1

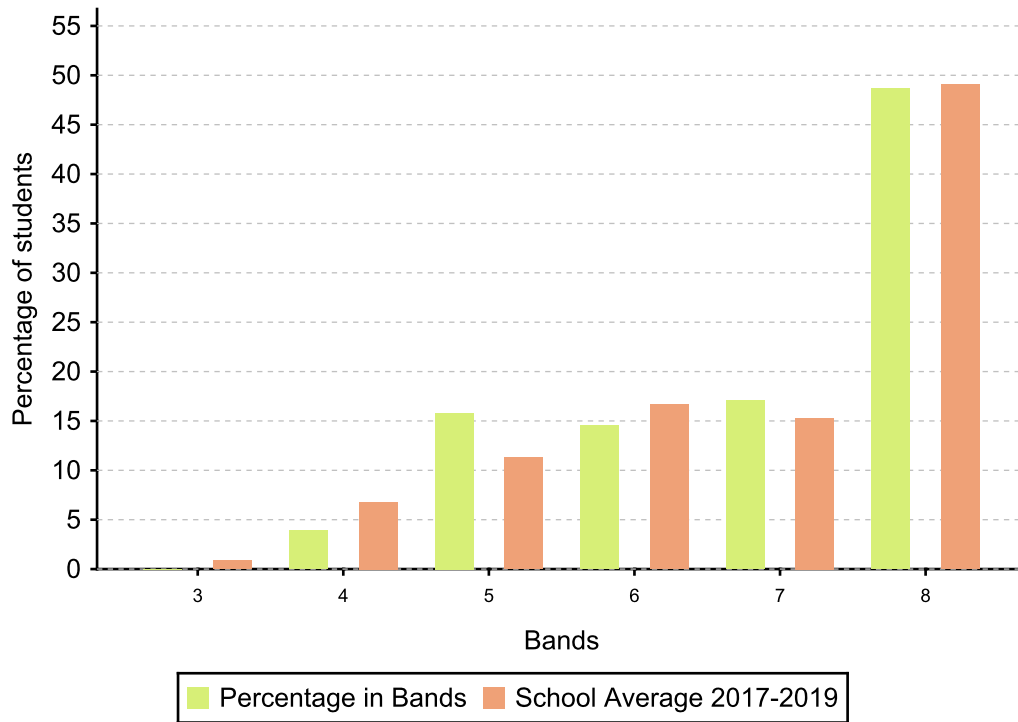
Percentage in bands:

Year 5 Grammar & Punctuation



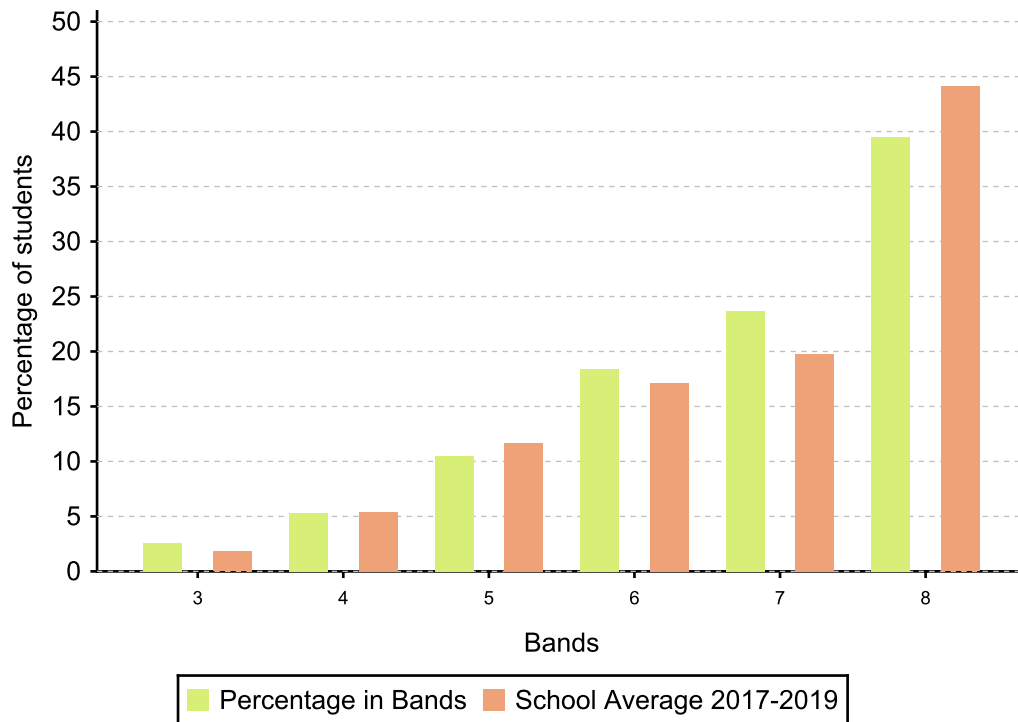
Band	3	4	5	6	7	8
Percentage of students	7.9	2.6	11.8	11.8	17.1	48.7
School avg 2017-2019	5.4	4.5	10.8	14.4	12.2	52.7

Percentage in bands:
Year 5 Reading



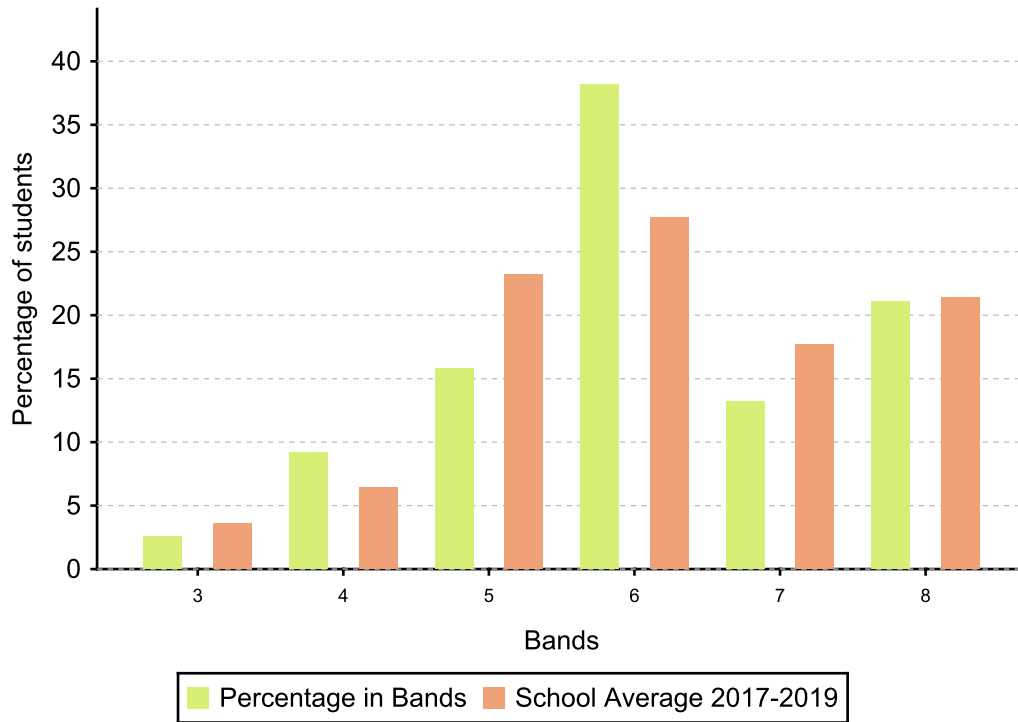
Band	3	4	5	6	7	8
Percentage of students	0.0	3.9	15.8	14.5	17.1	48.7
School avg 2017-2019	0.9	6.8	11.3	16.7	15.3	49.1

Percentage in bands:
Year 5 Spelling



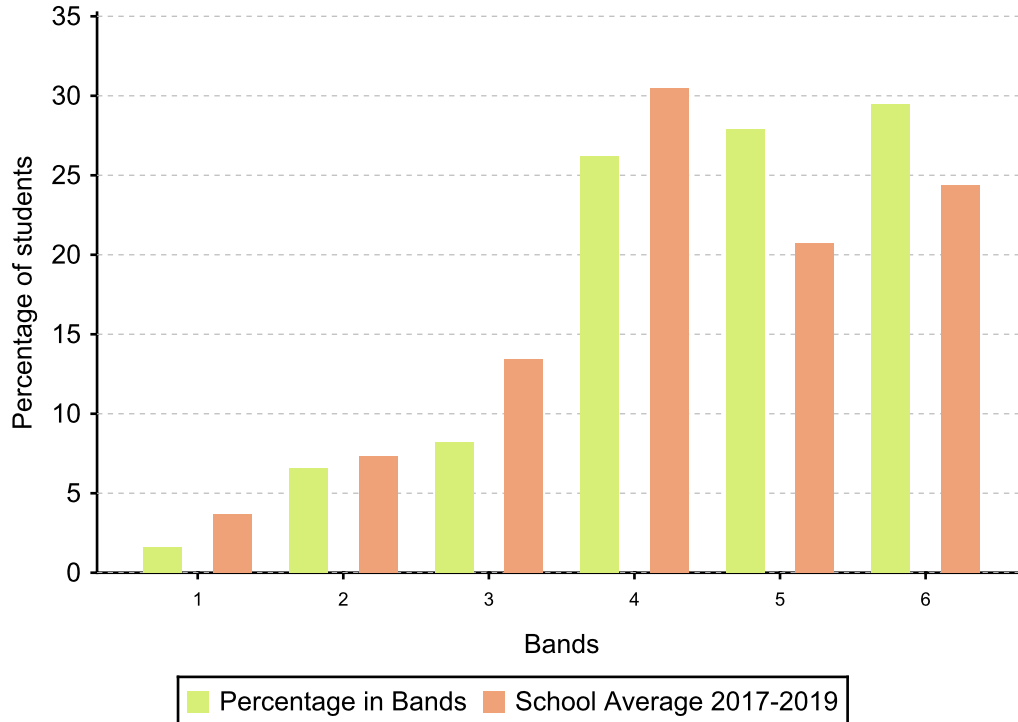
Band	3	4	5	6	7	8
Percentage of students	2.6	5.3	10.5	18.4	23.7	39.5
School avg 2017-2019	1.8	5.4	11.7	17.1	19.8	44.1

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	2.6	9.2	15.8	38.2	13.2	21.1
School avg 2017-2019	3.6	6.4	23.2	27.7	17.7	21.4

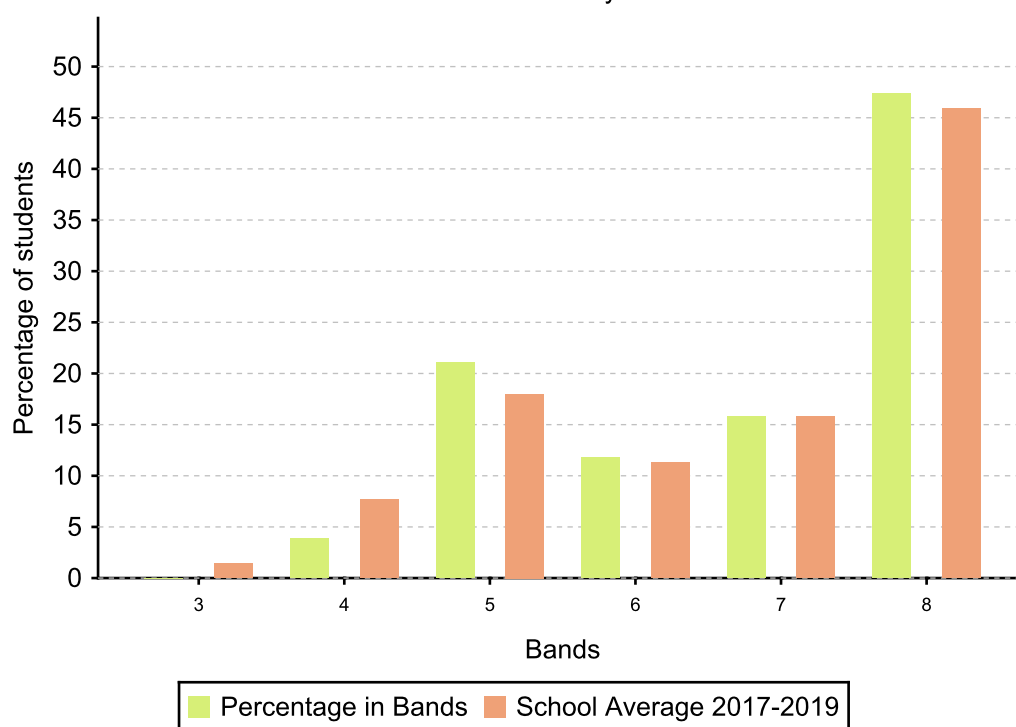
Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.6	6.6	8.2	26.2	27.9	29.5
School avg 2017-2019	3.7	7.3	13.4	30.5	20.7	24.4

Percentage in bands:

Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	3.9	21.1	11.8	15.8	47.4
School avg 2017-2019	1.4	7.7	18	11.3	15.8	45.9

Year 3 & Year 5 Reading

75.4% of Year 3 students were placed in the top 2 NAPLAN bands for Reading. On average the Year 5 cohort performed above a statistically similar school group and the State.

65.8% of students were placed in the top 2 NAPLAN bands for Reading. On average the Year 5 cohort performed above a statistically similar school group and the State.

Supporting success in Reading has been an investment in the Accelerated Reader program which provides engaging quizzes to hone students' reading skills with authentic practice and encourage growth.

Year 3 & Year 5 Writing

68% of Year 3 students were placed in the top 2 NAPLAN bands for Writing. On average the Year 3 cohort performed below a statistically similar school group, but above the State.

34% of students were placed in the top 2 NAPLAN bands for Writing. On average the Year 5 cohort performed above a statistically similar school group and the State.

Supporting success in Writing has been a professional learning focus. This has involved teachers being trained in the Learning Sprint process and Literacy Progressions. All teachers did a deep dive in Terms 1 & 2 into the effectiveness and impact of teaching strategies on student progress in Writing. The Learning Sprint enabled teachers to identify specific elements for focus and development.

Year 3 & Year 5 Numeracy

58% of Year 3 students were placed in the top 2 NAPLAN bands for Numeracy. On average the Year 3 cohort performed above a statistically similar school group and the State.

63% of Year 5 students were placed in the top 2 NAPLAN bands for Numeracy. On average the Year 5 cohort performed above a statistically similar school group and the State.

Supporting success of results in Numeracy has been the annual entitlement for Literacy & Numeracy Intervention. A

mathematics teacher was employed to target students requiring support in numeracy. A teacher was also assigned to target students requiring enrichment and extension in numeracy.

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 26th August 2018 and 9th September 2019. There were 125 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 (7.7) NSW Government Norm (7.4)

I feel welcome in the school: 8.1

I can easily speak with my child's teachers: 8.0

Teachers listen to concerns I have: 7.6

I can easily speak with the school principal: 8.3

PARENTS ARE INFORMED

School Mean (6.9) NSW Government Norm (6.6)

I am well informed about my child's progress in school subjects: 6.7

If there were concerns with my child's behaviour at school, the teacher would inform me immediately: 7.7

I am informed about opportunities concerning my child's future: 6.7

I am informed about my child's social and emotional development: 6.2

PARENTS SUPPORT LEARNING AT HOME

School Mean (6.1) NSW Government Norm (6.3)

Discuss how well your child is doing in his or her classes: 4.9

Ask about any challenges your child might have at school: 5.5

Encourage your child to do well at school: 7.0

Praise your child for doing well at school: 7.1

SCHOOL SUPPORTS LEARNING

School Mean (6.9) NSW Government Norm (7.3)

Teachers have high expectations for my child to succeed: 6.8

Teachers show an interest in my child's learning: 7.5

My child is encouraged to do his or her best work: 7.3

Teachers take account of my child's needs, abilities, and interests: 6.9

SCHOOL SUPPORTS POSITIVE BEHAVIOUR

School Mean (7.6) NSW Government Norm (7.7)

Teachers expect my child to pay attention in class: 7.7

Teachers maintain control of their classes: 7.1

My child is clear about the rules for school behaviour: 8.1

Teachers devote their time to extra-curricular activities: 7.3

SAFETY AT SCHOOL

School Mean (7.9) NSW Government Norm (7.4)

Behaviour issues are dealt with in a timely manner: 7.5

My child feels safe at school: 8.2

My child feels safe going to and from school: 8.0

The school helps prevent bullying: 7.8

INCLUSIVE SCHOOL

School Mean (7.3) NSW Government Norm (6.7)

Teachers help students who need extra support: 7.3

Teachers try to understand the learning needs of students with special needs: 7.1

School staff take an active role in making sure all students are included in school activities: 7.8

Teachers help students develop positive friendships: 7.3

TEACHER SURVEY

A teacher survey, Focus on Learning by the NSW CESE Project, was made available to teachers at Ashfield Public School between 25th August and 8th September 2018. There were 18 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 disagree

10 – strong agreement

LEADERSHIP

School Mean (8.0) NSW Government Norm (7.1)

School leaders have helped me establish challenging and visible learning goals for students: 8.3

School leaders have helped me create new learning opportunities for students: 8.0

School leaders have helped me improve my teaching: 7.6

School leaders have provided guidance for monitoring student progress: 7.5

COLLABORATION

School Mean (8.5) NSW Government Norm (7.8)

I work with other teachers in developing cross-curricular or common learning opportunities: 8.7

I talk with other teachers about strategies that increase student engagement: 8.9

Other teachers have shared their learning goals for students with me: 8.5

Teachers in our school share their lesson plans and other materials with me: 8.2

LEARNING CULTURE

School Mean (8.6) NSW Government Norm (8.0)

I give students written feedback on their work: 8.4

Students become fully engaged in class activities: 8.3

I am effective in working with students who have behavioural problems: 8.8

I set high expectations for student learning: 9.0

DATA INFORMS PRACTICE

School Mean (8.2) NSW Government Norm (7.8)

My assessments help me understand where students are having difficulty: 8.6

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way: 7.8

I use results from formal assessment tasks to inform my lesson planning: 8.2

I give students feedback on how to improve their performance on formal assessment tasks: 8.6

TEACHING STRATEGIES

School Mean (8.4) NSW Government Norm (7.9)

I help students set challenging learning goals: 8.6

My students are very clear about what they are expected to learn: 8.2

Students receive feedback on their work that brings them closer to achieving their goals: 8.2

I discuss with students ways of seeking help that will increase learning: 8.8

TECHNOLOGY

School Mean (7.3) NSW Government Norm (6.7)

I use computers or other interactive technology to give students immediate feedback on their learning: 7.4

Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter: 7.4

I help students use computers or other interactive technology to undertake research: 8.2

I work with students to identify a challenging learning goal relevant to the use of interactive technology: 7.4

INCLUSIVE SCHOOL

School Mean (8.6) NSW Government Norm (8.2)

I am regularly available to help students with special learning needs: 8.7

I strive to understand the learning needs of students with special learning needs: 8.8

I make an effort to include students with special learning needs in class activities: 9.0

I use individual education plans to set goals for students with special learning needs: 8.7

PARENT INVOLVEMENT

School Mean (7.8) NSW Government Norm (6.8)

I share students' learning goals with their parents: 7.4

I use strategies to engage parents in their child's learning: 8.0

Parents understand the expectations for students in my class: 8.2

Parents are regularly informed about their child's progress: 7.6

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: 11th March and 24th March 2019

Snapshot Two: 16th September and 20th September 2018

The number of students by year level is:

Year 4: Snapshot One (48) Snapshot Two (39)

Year 5: Snapshot One (73) Snapshot Two (63)

Year 6: Snapshot One (73) Snapshot Two (56)

STUDENT PARTICIPATION IN SCHOOL SPORTS

Snapshot One

70% of students had a high rate of participation in sport.

Snapshot Two

80% of students had a high rate of participation in sport.

The NSW Government norm is 83%

STUDENT PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES

Snapshot One

76% of students had a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.

Snapshot Two

80% 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%

STUDENTS 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

80% 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

81% of students have friends at school they can trust and who encourage them to make positive choices.

Snapshot Two

84% 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

89% 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

59% of students do homework for their classes with a positive attitude and in a timely manner.

Snapshot Two

55% 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

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

Snapshot Two

94% of students perceive 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

78% of students are interested and motivated in their learning.

Snapshot Two

79% of students are interested and motivated in their learning.

The NSW Government norm is 78%

EFFORT

Snapshot One

81% 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

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

Snapshot Two

7.8 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

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

Snapshot Two

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

The NSW Government norm is 7.9

RIGOUR

Snapshot One

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

Snapshot Two

7.9 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

27% of students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.

Snapshot Two

28% 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

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

Snapshot Two

7.4 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

POSITIVE TEACHER–STUDENT RELATIONS

Snapshot One

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

Snapshot Two

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

The NSW Government norm is 8.4

POSITIVE 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

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

Snapshot Two

8.0 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 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.

The three guiding elements for Aboriginal education are Together We Are, Together We Can, Together We Will. Students at Ashfield Public School are encouraged and taught to understand their Aboriginality through these concepts.

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.

Assemblies begin by acknowledging the traditional custodians of this land: *We acknowledge the Wangal people who are the traditional custodians of this place we call Ashfield. Together we are responsible for taking care of the land.*

This acknowledgement was specifically written for our school. The Aboriginal and Torres Strait Islander flags are flown every day alongside the Australian flag and put out at every assembly.

2019 provided opportunities for parents to visit the 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.

NAIDOC Week was celebrated by the whole school community with a day of celebration presented by the Koomurri Cultural Group. The day included learning about the cultural heritage of Aboriginal peoples through dance, storytelling, artifacts display, Bush survival, face painting and art on canvas. Students wore red, black and yellow.

Yarn Up, a public speaking program for Stage 3 Aboriginal and Torres Strait Islander students, was attended by a student from Year 6. The program develops skills required for impromptu speaking, public speaking and debating. All participating students are showcased at Parliament House.

The Nanga Mai Awards was another highlight of the year. One of our Stage 3 students was nominated for this annual event, which was organised by the Aboriginal Education and Communities Directorate to recognise and celebrate innovation, excellence and educational achievement in Aboriginal education in NSW public schools.

The Djuma Junior Art program at the Art Gallery NSW also continued in 2019. This program enabled students from our school to participate in sessions about Aboriginal art and artists, meet Aboriginal artists and create art. It was a great opportunity to meet students and teachers from other schools in Sydney and interact in such an amazing venue.

A Reconciliation event also enabled our students to attend a morning tea at Brighton Le Sands. The school organised Wests Ashfield's mini bus to transport the students. It was a fabulous opportunity for our students to listen to high school students talking about some of their experiences and what Reconciliation meant to them.

An after-school Aboriginal Dance program was offered for a semester for all students at the school. 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.

Each year 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.

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

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.

Ashfield Public School fosters student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination. Our No Go Tell Strategy is communicated to the school via posters and reinforced by teachers, with the clear message of identifying and reporting inappropriate situations such as racism and discrimination. Opportunities within Key Learning Areas provide the opportunity to explore issues of discrimination, racism, pro-social behaviour and cultural histories so as to deepen understanding and develop the capacity of students to promote an equitable and safe community.

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.

75% of students enrolled at the school are from a non-English speaking background with 44 language backgrounds including ABORIGINAL ENGLISH, AFRIKAANS, AKAN, ARABIC, BENGALI, CANTONESE, CHINESE, CZECH, DUTCH, FILIPINO, FRENCH, GEORGIAN, GERMAN, GREEK, GUJARATI, HINDI, HUNGARIAN, ILOKANO, INDONESIAN, IRANIC, ITALIAN, JAPANESE, KANNADA, KONKANI, KOREAN, MALAY, MALAYALAM, MANDARIN, MAORI COOK ISLAND, MARATHI, MONGOLIAN, NEPALI, PERSIAN, PIDGIN, POLISH, PORTUGUESE, PUNJABI, RUSSIAN, SERBIAN, SINDHI, SINHALESE, SPANISH, SWEDISH, TAGALOG, TAMIL, TELUGU, THAI, TONGAN, TURKISH, URDU and VIETNAMESE.

The school has a strong commitment to embracing this cultural diversity including our Whole School Wellbeing program which encourages all students to 'Embrace Diversity' and 'Be Inclusive' through a system of Certificates, School Awards, Medals and Trophies. Each week on Morning Lines, we present 'Word of the Week' which provides the occasion for students to come before the school community and say a particular word in their language.

Translators, provided by the school, are used when needed to engage families and thereby support the additional educational needs of students from language backgrounds other than English so that they can participate successfully at school. The school has an English as an Additional Language or Dialect (EAL/D) program to develop the English language and literacy skills for these students so that they are able to fully participate in schooling and achieve equitable educational outcomes.

The school has a strong relationship with SSI Settlement International Services, which provides support for refugees and asylum seekers living in NSW. The building of SSI is located opposite the school. In 2019 Ashfield Public School created a sculpture for Refugee Week, with a special ceremony attended by students, teachers and SSI staff. The sculpture was also displayed at the Public Schools Art Festival at the StirrUp Gallery, Marrickville. The school also collected and donated children's presents for the annual SSI Christmas initiative.

The annual celebration of Harmony Day, now known as Harmony Week, provided the opportunity to celebrated intercultural understanding , and cultural, linguistic and religious diversity. On this day, Dorothy Makasa, a citizen of Zambia, returned to the school to speak to the student community about the school's charity, the Let the African Children Learn (LACLA).

Other School Programs (optional)

The school's K–6 Music Program offers students many opportunities to develop skill and talent in singing and playing instruments, and perform for at a number of events throughout the year.

Choir

The Junior and Senior Choir meet once a week to learn new songs, sing for enjoyment, and prepare repertoire for public performances including assemblies and other showcase events. In Term 3 the Senior Choir performed at the Sydney Opera House for the Cantabile Festival.

Song of the Week

Every two weeks, the whole school participates in this initiative which is about developing a love of singing and

increasing student confidence and ability to sing in public. The initiative sees all students learning a selected song, and singing it as a whole school at Morning Lines.

Recorder

The Junior and Senior Recorder Club meet once a week to learn new pieces, play the recorder for enjoyment and prepare repertoire for public performances including assemblies and other showcase events. In Term 3 the Senior Recorder Group performed at the Sydney Opera House for the Festival of Instrumental Music.

String Ensemble

The newly formed String Ensemble, consisting violins, cello and In Term 3 the String Ensemble performed at the Sydney Opera House for the Festival of Instrumental Music.

Ukele

The K–6 Ukele Club meets once a week after school to new pieces, and play the Ukele for enjoyment. A focus of the club was to practise and become confident at 1) learning chords 2) learning a strumming progression and 3) singing and playing at the same time.