

# Asquith Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Asquith 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

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## School background

### School vision statement

Our vision at Asquith Public School is to strive for personal excellence through innovative practice whilst building a collaborative and supportive school culture.

### School context

Asquith Public School is located in the Hornsby Area. Asquith Public School is a coeducational, inclusive school with approximately 460 students from diverse cultural, religious and socio-economic backgrounds. Our school is part of the North Shore Education Alliance comprising Asquith PS, Eastwood PS, Normanhurst PS, Turramurra North PS, Wahroonga PS and Waitara PS. Current initiatives include partnering for professional learning projects and supporting staff through networks of aspirant leaders and early career teachers.

The school has 19 mainstream classes, and three support unit classes. Our support classes comprise of two Multi-categorical classes (MC) and one class of students with mild intellectual disability – both of which are a regional resource. These classes provide intensive support for students with a moderate intellectual disability (IO), autism (MC) and Mild Intellectual disability (IM).

At Asquith Public School we offer high quality teaching and learning and promote a culture of excellence whilst providing a challenging and stimulating learning environment to support confident 21st Century learners.

Asquith Public School provides extensive opportunities in the areas of academics, sport, performing arts and technology. These opportunities allow our students to be challenged, acquire new skills, develop confidence and self-esteem, and continue to be inspired as they continue their learning journey. Our school culture recognises the rights of all students to learn in a safe and supportive environment, which promotes respect and high expectations for all students. The school has a comprehensive Learning and Support Team that caters for individual learning needs of students referred.

Asquith Public School's parent community has high expectations of the school. We work as valued partners in their child's development and educational journey. The school community is supportive, inclusive and committed to setting a high standard for all students to become confident and creative individuals that are active and informed citizens.



## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Excellence in Learning

### Purpose

To empower and equip students with future focused skills (critical/creative thinking, collaboration, risk taking and independence in learning) in order to encourage students to pursue purposeful learning and excellence.

### Improvement Measures

Over 50% of students achieving in top two bands in NAPLAN in reading, writing and numeracy.

95% students achieving or exceeding expected growth in NAPLAN Years 3–5 and Years 5–7. Remaining students receiving structured support.

Students mapping self against learning progressions in literacy and numeracy. Progression data used to set and achieve student learning goals.

SCU and K–1 students engage in formation and achievement of personal learning goals.

Using Tell Them From Me survey student show an increase in scores in the area of 'Students are interested and motivated'.

School based data shows students in K–3 are interested and motivated.

### Overall summary of progress

In 2019, our team strategically used resources to have a sustained focus on developing student's future-focused skills through the enhanced implementation of Cultures of Thinking across the entire school, a stronger focus on using feedback to drive student learning forward and the use of evidence-based pedagogy to implement integrated units of work. The key drivers of this focus within Strategic Direction 1 were the following processes:

**Process 1: Feedback** – Build the capacity of students and teachers to provide and respond to quality feedback.

**Process 2: Integrated learning** – Implement integrated learning programs that challenge and engage students in purposeful learning.

**Process 3: Cultures of Thinking** – Embed and sustain innovative, research-based pedagogy.

#### Student Impact:

- 55% of students are achieving in the top two bands for Reading
- 45% of students are achieving in the top two bands for Numeracy

### Progress towards achieving improvement measures

**Process 1: Use of Quality Feedback in Writing:** Build the capacity for students and staff to provide and respond to quality feedback.

Evaluation	Funds Expended (Resources)
The process of observing teacher to student feedback in classes was valuable. Teachers were encouraged and supported with relevant resources. Next year the feedback team will need to revise visible learning strategies in relation to process-based feedback.	Afternoon staff professional learning sessions.  Collaborative planning days with a focus on using feedback to drive student learning forward.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$4400.00)</li></ul>

## Progress towards achieving improvement measures

**Process 2:** Implement integrated learning programs that challenge and engage students in purposeful learning.

Evaluation	Funds Expended (Resources)
<p>Cultures of Thinking and English through Drama pedagogies are effectively and consistently embedded across all classes, K–6. Staff evaluation reported high levels of confidence in using these pedagogies.</p> <p>External Validation at Asquith Public School in 2019, found that feedback used to move student learning forward had improved through targeted professional learning, collaborative practices and collegial observations.</p>	<p>Snapshot observations with Simon Brooks.</p> <p>Two teacher release days 2 x \$550.00.</p> <p>Consultancy fee for Simon Brooks: 1 x \$3000.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$4100.00)</li> </ul>

**Process 3: Cultures of Thinking:** Embed and sustain innovative, research based pedagogy.

Evaluation	Funds Expended (Resources)
<p>The sustained implementation of this evidence–based pedagogy enabled students to develop deep knowledge, understanding and skills in critical and creative thinking. Analysis of this pedagogy in our External Validation, 2019, showed that explicit systems are in place across the schools to facilitate challenging and purposeful teaching and learning programs for all students.</p>	<p>Simon Brook's consultancy fees: \$13000.00</p> <p>Casual relief fees: 30 casual days @\$550.00 = \$16500.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$29500.00)</li> </ul>

## Next Steps

- Continue to maintain sustainability of Cultures of Thinking through mentoring and training of new staff.
- Study groups to further facilitate and support collegial discussions and creative and critical thinking.
- Study groups to develop teacher's understanding of evidence–based best practices by collaboratively exploring the CESE document "What Works Best", through the lens of Cultures of Thinking.



## Strategic Direction 2

Quality Teaching, Innovative Practice and Distributed Leadership

### Purpose

To empower staff to collaboratively develop, lead and implement innovative, evidenced based pedagogy in order to meet the needs of diverse learners and improve learning outcomes.

### Improvement Measures

Staff effectively engaged in collaborative practices both within the school and within the North SEA community of schools. Staff lead implementation of innovative, evidence based practice.

Innovative, evidence based practices embedded in teaching and learning programs

All staff developing and implementing differentiated quality programs that cater for the needs of all students (special learning needs or disability, Aboriginality and EALD)

Strong and transparent school structures implemented for program and teaching feedback.

### Overall summary of progress

In 2019, the school deepened its focus on collaborative practice, use of student data and evidence-based pedagogy to meet the needs of all learners in the school. This was achieved through the processes in Strategic Direction 2:

**Process 1: Differentiation** – Engage in professional learning to embed and sustain differentiation practices.

**Process 2: Data** – Effective use of data to inform teaching and learning programs.

**Process 3: Collaborative Practice** – Implement systems and structures to promote and support collaborative practice resulting in improved pedagogy.

### Progress towards achieving improvement measures

**Process 1:** Engage in professional learning to embed and sustain differentiation practices.

Evaluation	Funds Expended (Resources)
External Validation, 2019, showed that student formative and summative assessment and student data is regularly used to identify student progress and "where to next?" in their learning.  All teaching and learning programs include adjustment plans and differentiation to meet the needs of all students.  ATSI students are supported through their Personalised Learning Pathways. They are collaboratively developed with students and parent/carers and reviewed regularly.	3 days casual relief to collaboratively write ATSI PLPs : \$1650.00  Aboriginal texts: \$1000.00  3 casual relief days to write IEPs for students in SCU: \$1650.00  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$2650.00)</li><li>• Low level adjustment for disability (\$1650.00)</li></ul>

**Process 2: Data to Inform Teaching and Learning in Numeracy:** Effective use of data to inform teaching and learning programs.

Evaluation	Funds Expended (Resources)
All staff implemented assessment schedules that were embedded into teaching and learning programs.. Teaching and learning programs are more fluid and flexible to meet the learning needs of students. Clear evidence in teaching and learning programs of data to inform programs and future	

## Progress towards achieving improvement measures

learning goals / directions.

**Process 3:** Implement systems and structures to promote and support collaborative practice resulting in improved pedagogy.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Integrated learning across the school is well supported with sustainable school systems and structures that address and maintain the implementation and development of STEAM based practices and the new Science and Technology syllabus.</p> <p>The process of External Validation promoted and enhanced a model of distributed and collaborative leadership across the school.</p> <p>Staff are beginning to effectively embed ICT into integrated teaching and learning units.</p>	<p>Casual relief for collaborative planning days: \$4400.00</p> <p>Casual relief for leadership development: \$4400.00</p> <p>Casual relief for External Validation leadership development: \$3300.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$12100.00)</li></ul>

## Next Steps

- Embed the practice of distributive leadership to further develop leadership skills in line with the professional standards.
- Embed skills learnt through SCOPE IT into other key learning areas.
- Enhance the use of Seesaw practices to improve whole school community usage and exploit its use as a formative assessment and feedback tool.



### Strategic Direction 3

#### Resilience to Build Positive Relationships and Wellbeing

#### Purpose

To build a school culture that nurtures, grows, sustains and embeds resilience, inclusivity and positive, mindset fostering positive relationships and engagement in learning.

#### Improvement Measures

Positive relationships – reduced number reported incidents through the PBL classroom and playground reporting system. TTFM survey shows an increase in student reporting positive relationships with peers and students with a positive sense of belonging.

Engagement in learning – TTFM survey shows students report they have the required skills to meet their learning challenges, and they feel challenged in their learning.

#### Overall summary of progress

External Validation, 2019, showed that wellbeing practices are evident across the school and Positive Behaviour for Learning drives our wellbeing and whole school behaviour expectations.

Learning and Support Team practices, IEPs and adjustment plans are effective in supporting the individual learning, behavioural and emotional needs of our students.

#### Progress towards achieving improvement measures

**Process 1: Wellbeing:** Implement a whole school, integrated approach to wellbeing where community connects, succeeds and thrives.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning and the school's anti-bullying plan was reviewed by the school's Wellbeing Team.  The school raised awareness of the importance of promoting mental health and wellbeing by organising a Wellbeing Week each term. Whole school community was targeted.  The Wellbeing Team identified a need to reinvigorate and build on the existing strengths of PBL amongst the whole school community.	Teachers trialled implementation of social and emotional learning program, Friendly Schools Plus.  3 x casual relief days to induct new staff to PBL  <b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$1650.00)

#### Next Steps

- Systematic review of all wellbeing systems in consultation with students, staff and parents.
- Use data and survey results to reinvigorate PBL and drive a focus for the 2020 School Plan.
- Refine systems to ensure the development of whole school wellbeing processes that support the wellbeing of all students.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$4 971.00)</li> </ul>	Personalised Learning Pathways were developed for each Aboriginal student in consultation with the class teacher, parents and students and where appropriate the Learning and Support Team. Plans identified individual and caregiver goals for each student. The plans were reviewed to maximise their effectiveness.
<b>English language proficiency</b>	0.6 FTE English as Additional Language or Dialect Teacher  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$64 030.00)</li> </ul>	Equity funding was used to employ EAL/D specialist teachers. Students were supported to access the curriculum both in classrooms and through withdrawal, where appropriate. As a result, all students progressed on the EAL/D scales. This support involved programs based upon vocabulary, parts of speech, sentence structure, reading, comprehension and writing.  The EAL/D teachers worked collaboratively with a stage team, as both participants and mentors, within the Cultures of Thinking professional learning across the school. Contributing to and enriching their skills around developing student skills in collaboration, creativity and critical thinking.
<b>Low level adjustment for disability</b>	0.6 FTE Learning & Support Teacher, \$64030  3.0 FTE School Learning & Support Officer, \$183756  0.680 FTE School Learning Support Officer, \$41651  0.680 FTE School Learning Support Officer, \$41651  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$64 030.00)</li> <li>Low level adjustment for disability (\$49 010.00)</li> </ul>	Adjustment and/or Behaviour Plans were developed for students in the mainstream requiring additional support. They were created in consultation with students, staff, caregivers and where appropriate, other specialist providers. These were used to guide and target the support delivered by the SLSOs and were monitored and adjusted according to the changing needs of the students.  Individual Education Plans (IEPS) were created for each student in the Support Class Unit in consultation with all stakeholders. These were used to guide and target the support delivered by the SLSOs and were monitored and adjusted according to the changing needs of the students.  SLSO's engaged in comprehensive professional learning over the year, including an induction to the role, Diabetes Training, Managing of Actual or Potential Aggression APA Training and implementation of reading intervention programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.726 FTE QTSS Relief, \$77476  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$77 476.00)</li> </ul>	Quality Teaching, Successful Students (QTSS) funding was utilised to employ casual teachers to release teams of teachers to work collaboratively with their teams to plan, develop and imbed the teaching and learning cycle into the teaching programs of all KLAs.  QTSS funding also supported the continued professional development of staff in the effective implementation of the Cultures of Thinking pedagogy. Teachers were released in teams, throughout the year, to participate in

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>0.726 FTE QTSS Relief, \$77476</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$77 476.00)</li> </ul>	<p>Snapshot Observations. A reflective teaching practice that focuses on the role of the teacher in developing a culture of thinking where children engage in their learning and develop deep, meaningful and lasting understanding through a process of becoming critical and creative thinkers.</p> <p>QTSS funds were also used to work with highly regarded Cultures of Thinking facilitator, Simon Brooks. Staff attended professional learning, whole staff development sessions and one–one–one collaborative discussions with Simon Brooks.</p> <p>This comprehensive, whole school approach to professional learning ensured all staff were consistently, explicitly and expertly implementing the Cultures of Thinking pedagogy for all students. Students across the school have a shared language of critical and creative thinking and engage in deep and purposeful learning in all key learning areas. This focus will be further developed in 2020 as the Cultures of Thinking pedagogy will be examined through the lens of proven effective teaching practices as articulated in the CESE document "What Works Best".</p>
<p><b>Socio–economic background</b></p>	<p>Allocation towards School Learning and Support Officers \$30195( Equity – Flexible Funding)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$30 195.00)</li> </ul>	<p>As per low level adjustment for disability funding.</p>
<p><b>Support for beginning teachers</b></p>	<p>3 x Beginning Teachers Support Funding – \$14130.00</p> <p>Beginning Teaching Support Funding total – \$56520.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$56 520.00)</li> </ul>	<p>Three beginning teachers received first year funding. Support strategies were negotiated and included timetable concessions, enabling the beginning teacher to also work with their identified mentors. Beginning teachers participated in significant professional learning including, Induction to Asquith Public School, Induction to Cultures of Thinking, Beginning Teacher Conference and Cultures of Thinking Snapshot Observations. Teachers were supported in relation to student wellbeing, programming, assessment and reporting, including the use of formative assessment strategies to guide and inform their teaching.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>New Arrival Program (NAP) Funding – FTE 0.2, \$21343.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$0.00)</li> </ul>	<p>An additional EAL/D support teacher was provided for students who qualified for the refugee and new arrivals program. This involved supporting students in developing functional communication and literacy skills.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	200	226	232	233
Girls	174	184	187	219

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.9	95.2	96	93.7
1	94	94.7	94.7	95.9
2	95.6	95.2	94.4	96.4
3	94.7	95.3	95	94
4	93.8	95.2	94.2	94
5	96.5	95.3	95.8	94.7
6	92.9	96.8	93.1	95
All Years	94.5	95.4	94.8	94.8
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)	4
Classroom Teacher(s)	18.43
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	6.02

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	686,405
<b>Revenue</b>	4,461,761
Appropriation	4,163,847
Sale of Goods and Services	31,000
Grants and contributions	255,577
Investment income	4,889
Other revenue	6,448
<b>Expenses</b>	-4,406,383
Employee related	-3,848,077
Operating expenses	-558,306
<b>Surplus / deficit for the year</b>	55,378

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	564,805
<b>Equity Total</b>	222,495
Equity - Aboriginal	4,971
Equity - Socio-economic	10,259
Equity - Language	113,040
Equity - Disability	94,225
<b>Base Total</b>	2,895,717
Base - Per Capita	103,156
Base - Location	0
Base - Other	2,792,561
<b>Other Total</b>	321,024
<b>Grand Total</b>	4,004,041

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.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Asquith Public School is proud of its commitment to "Learning Together" in an inclusive environment which features strong partnerships across the whole school community. Parents and Carers responses in the 2019 Tell Them From Me Survey strongly indicated they feel their students are included, well-supported and excel in learning and well-being with the support of personalised teaching and learning programs. Students reported that they have strong teacher-student relationships, are motivated to achieve in an environment of high expectations and have pride in their school. Teachers at our school reported collaborative practices were effectively embedded in our school plan and that school improvement was driven by these reflective structures.









## 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.

### Anti-Racism Policy

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

### Multicultural Education Policy

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