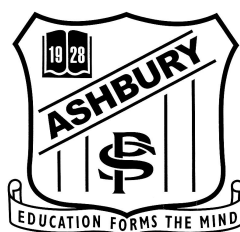


# 2020 Annual Report

## Ashbury Public School



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## Introduction

The Annual Report for 2020 is provided to the community of Ashbury Public School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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## Message from the principal

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Right across the world, 2020 has been a year that most people are keen to quickly forget. But at Ashbury Public School, 2020 has turned out to be a year that we will always remember.

When parents were told to keep their children home from school, our teachers worked tirelessly to create online learning packages to ensure that all students continued their classwork and maintained their connections with school and friends. We enabled students to take their learning into our community. Who could forget when we all went on bear hunts around the neighbourhood and the missions of kindness, which saw students writing letters, reaching out to their elderly neighbours.

When restrictions hit our band program, our students Zoomed into rehearsals and Mr Isaac produced the most amazing performances with recordings of our band students from their lounge rooms, while Mrs Sukkar maintained the highest possible standards for our Senior Recorder ensemble. When the Dance Sport gala was cancelled, and holding hands was against the guidelines, our students managed to learn contact-free ballroom dancing, and recorded their own school DanceSport finals for all to enjoy. When Zone Public Speaking finals were not allowed, our students competed with schools from all over Sydney via Zoom.

When community gatherings were banned, our community garden committee built an online store for the Mother's Day, Father's Day and Garden stalls complete with contactless pickup. The stalls were full of the most wonderful handmade and homegrown goods from across Ashbury, allowing students and parents to shop local, support the community and stay safe by avoiding crowded shopping centres.

When PSSA Sport was cancelled, our students were offered the most amazing array of sports coached by specialists from volleyball to ultimate frisbee, soccer to inline skating, tennis, cricket, softball, European handball and ballroom dancing.

And when the yearly Ashbury Christmas carols were cancelled, our band rehearsals in the front playground brought festive cheer to the neighbourhood.

Despite all that was happening in our world and all that was being portrayed in our media, our focus remained on the wellbeing of every child. We allowed our children to come to school each day with a smile on their face, comfortable in the knowledge that school is their safe place and they were free to enjoy their learning in the company of their friends.

As a result, this year we have seen some very exciting student learning results across the school. School based assessments demonstrate significant growth but some of the biggest gains that we have witnessed don't show up in tests. Our students have demonstrated phenomenal agility, adjusting rapidly to each and every change brought upon them this year and they have developed such great resilience that will set them up for life.

This year we were thrilled to open 4 brand new learning spaces and the adjoining playground and landscaped garden. Our Stage 3 team of teachers forged new ground, moving into a highly successful co-teaching model in these new spaces which allowed for increased student collaboration, targeted learning and support and high quality programs that ensured that all students benefit from the collective expertise of a team of teachers.

We renovated our library, opening up the space and installing new shelving and flexible furniture worthy of this iconic building. Thank you Mrs Kaye for leading the re-imagining of our library space.

We installed a 45Kw solar system that covers the roofs of our two largest buildings, A and B block. This will take our energy production capacity to over 60Kw and support the school to minimise our footprint on the environment and save money.

We purchased flexible furniture for our Year 2 classes with comfortable booths, stools as well as standing tables. The desks allow for multiple configurations and group work, ensuring that the furniture is suited to our students and their task and not the other way around.

We extended our technology platform, purchasing 15 Chromebooks for each Stage 2 class, bringing the ratio to one device to two students for all students from Years 3 to 6.

All of our K-2 classroom and support teachers completed two weeks of intensive training in the Spalding approach, building on their expert knowledge of early literacy acquisition and teaching our students in one of the finest evidence-based literacy approaches around. All teachers completed and led high impact professional learning on reading comprehension and spent time observing one another's practices; working together to ensure that all students receive the latest evidence based teaching in reading.

I would like to take this opportunity to thank our extremely dedicated and committed team of teachers who this year, in a short space of time, completely re-invented each and every one of their teaching practices, quickly adapted to new



technologies and provided support to the community, all while keeping the learning and wellbeing of our students as their focus. I cannot think of a comparable profession capable of achieving what our teachers did this year. Congratulations teachers, and thank you!

Huge thanks, of course, also go to the parents and carers of Ashbury Public School. We have always felt so fortunate to have families willing to do anything to support student learning opportunities at the school but this year was next level! In what felt like the blink of an eye, you were thrown into the role of educators. To be given this responsibility, in addition to setting up home offices, suddenly working from home and dealing with incredible uncertainty, you all did a phenomenal job. One of the exciting outcomes is that we can forge new levels of partnership between parents and teachers in the education of our students as we are working with a generation of parents whose knowledge of the primary curriculum is more detailed than ever.

And most importantly, thanks go to our students. I would like to thank and congratulate each and every one of you for working so hard this year on your school work, on developing your friendships and for coming to school every day with the most wonderful smiles on your faces. You make us all so proud!

Ben Heinecke

Principal



World Read Aloud Day

## School vision

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

## School context

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

The school caters for 384 students with 40% of students from language backgrounds other than English. Ashbury Public School's student wellbeing program is informed by the Positive Behaviour for Learning Framework and Restorative Practices.

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

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

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



## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Expert Learners

#### Purpose

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

#### Improvement Measures

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

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

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

#### Progress towards achieving improvement measures

##### Process 1: Personalised Learning

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

Evaluation	Funds Expended (Resources)
<p>All K-2 classroom teachers and support teachers completed two weeks of intensive training in the Spalding approach to the teaching of literacy. Despite the COVID-19 disruptions to classroom teaching, the school continued to achieve growth for students in reading, writing, spelling, grammar and punctuation when compared with baseline data from previous years.</p> <p>Assessment tracking files were further refined for all students to facilitate their transition across grades and support personalised learning. The school continued to implement a transition day for all students at the end of the year which allowed students to spend time in their 2021 classes with their new class teacher.</p> <p>The IEP, ILP, PLP and adjustment plan process continued to strengthen with an increased proportion of students benefiting from individual plans and higher levels of communication between school and home.</p> <p>All staff were involved in Reading Comprehension professional learning and Learning Walks and Talks supported by a Faces on the Data wall to track the progress of 90 individual focus students. This has resulted in more targeted interventions and improved student outcomes in reading comprehension.</p>	<p>\$1720 Teaching resources</p> <p>\$5400 Course fees</p> <p>\$18 500 Casual relief</p>

##### Process 2: Expert Learners

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

Evaluation	Funds Expended (Resources)
<p>A learner profile translated into child friendly language has been drafted based on class-based feedback from students but will be further consulted upon when COVID restrictions allow cross-stage focus groups to take place (in 2021).</p> <p>The learner profile has been incorporated in whole school and class-based</p>	

## Progress towards achieving improvement measures

reward systems and students are increasingly able to articulate what it means to be a learner.

### Process 3: Positive Behaviour for Learning

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

Evaluation	Funds Expended (Resources)
Following extensive research and significant consultation with students, parents and staff, the Ashbury Awards system has been re-designed, resulting in a more equitable, consistent and streamlined approach. It has been purposefully integrated with our Positive Behaviour for Learning and Learner Profiles, motivating and supporting our students to embrace the dispositions and behaviours of safe, respectful learners. The new system will be launched to the community and implemented in Term 1, 2021.	





## Strategic Direction 2

Inspirational Educators

### Purpose

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

### Improvement Measures

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

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

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

### Progress towards achieving improvement measures

#### Process 1: Quality Curriculum

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

Evaluation	Funds Expended (Resources)
<p>Collaborative planning of teaching and learning programs further strengthened in 2020 albeit that COVID restrictions added a layer of complexity and challenge to the delivery of quality curriculum. Models of teaching and learning were re-imagined resulting in the majority of students engaging in quality learning from home. Community feedback and gratitude for the learning from home program was overwhelmingly positive and a testament to the strength of the collaborative practices developed throughout this school plan cycle. All staff participated in a range of targeted professional learning to equip them with the skills to seamlessly deliver quality curriculum across different technology platforms.</p> <p>All school scope and sequence documents were further refined and updated in response to new syllabus requirements.</p>	

#### Process 2: Reflective Practices

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

Evaluation	Funds Expended (Resources)
<p>Stage meetings have been reconfigured to maximise opportunities for collegial reflection focused on the improvement of teaching and learning.</p> <p>A range of reflective practice models have been explored throughout the course of this school plan. This year's Learning Walks and Talks resulted in high levels of professional dialogue and authentic collaboration around improving student outcomes in reading comprehension.</p> <p>A sustained focus on building a culture of reflective practice has led to a tangible strengthening of collaborative professionalism with teachers collaborating more deeply, in ways that achieve greater impact.</p>	COVID-19 Casual Relief funding

#### Process 3: Targeted Professional Learning

## Progress towards achieving improvement measures

### Process 3:

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

Evaluation	Funds Expended (Resources)
<p>Extensive teacher professional learning in technology applications took place during the learning from home period which supported teachers to rapidly adapt instruction methods to an online format.</p> <p>All teachers planned and led professional learning sessions focused on teaching ideas for the explicit teaching of the super 6 comprehension strategies. Two weeks after leading a session, teachers participated in learning walks and talks (Sharratt, 2019) to observe colleagues teaching reading comprehension lessons.</p>	



## Strategic Direction 3

### Empowered Leaders

#### Purpose

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

#### Improvement Measures

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

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

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

#### Progress towards achieving improvement measures

##### Process 1: Student Voice

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

Evaluation	Funds Expended (Resources)
SRC and other student group activities were impacted by COVID restrictions as cross-stage groups were restricted. This resulted in fewer leadership opportunities than previous years..	

##### Process 2: Staff Distributed Leadership

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

Evaluation	Funds Expended (Resources)
<p>COVID restrictions impacted the number of face-to-face leadership opportunities for staff to work across stages and beyond the school.</p> <p>The executive continued to engage virtually in the Agile School Leadership program which has supported us to continuously refine and sharpen strategies and plans for improvement based on our own 'learning by doing' within the Ashbury context.</p> <p>One executive was successful in applying for the Aspiring Principals Leadership program run by the SLI and UOW.</p> <p>Informal mentoring relationships have been established across the school based on staff expertise.</p> <p>All staff delivered at least one session of professional learning to the whole staff this year.</p> <p>Non-executive teachers continued to take on leadership roles across the school such as school sport co-ordination, environmental initiatives and extra-curricular activities.</p>	

##### Process 3: Making Connections

Strengthen collaboration within and beyond the school to support continuous improvement and enhance

## Progress towards achieving improvement measures

**Process 3:** student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Ashbury teachers shared their expertise within and beyond the school to support other teachers in providing a high quality learning from home experience for students and their families.</p> <p>High quality instructional videos and resources were turned into a digital resource library.</p> <p>The home/school partnership was leveraged as parents gained greater insights to the learning process during the learning from period.</p> <p>The K-2 teachers continued to learn with and from others in the Spalding network of teachers.</p> <p>Three members of staff visited St Mary's North PS to observe their Year 1 violin program and assess viability of a similar program within the Ashbury context.</p> <p>Several teachers are members of a range of professional learning networks which offer a platform for research, discussion and reflective practice.</p>	



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2832	<p>All Aboriginal students had a Personal Learning Pathway developed in consultation with their teachers, parents and carers.</p> <p>As COVID-19 restrictions caused the cancellation of the planned whole school Aboriginal Histories and Cultures incursion, funds were used to provide resources and financial support to Aboriginal students and their families to pay for extra curricular activities and school related resources.</p>
<b>English language proficiency</b>	\$54 485 English Language Proficiency (Flexible Funding).	Funding provided EAL/D teacher time to support students in the classroom and engage in team teaching to support all teachers to implement effective strategies to support students from language backgrounds other than English.
<b>Low level adjustment for disability</b>	\$108 793 Low Level Adjustment for Disability Funds.	Funding supplemented integration funding support to employ additional SLSOs who supported students with special needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$65 849	A Learning and Support Teacher was employed to oversee the MultiLit program to support students in Years 3 to 6 who were identified as needing additional support in literacy. Funding was also used to relieve teachers to participate in collaborative planning, research and professional learning activities.
<b>Socio-economic background</b>	\$9043	Funding supported the inclusion of students whose families are experiencing financial difficulties by funding excursions and extra-curricular activities.
<b>Support for beginning teachers</b>	\$10 831	Funding provided additional time and support for beginning teachers to complete responsibilities such as assessing student learning, planning, programming and report writing. It also provided time for mentoring and supervision practices to support beginning teachers as well as fund opportunities to observe expert teachers and attend additional professional learning.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	187	189	193	202
Girls	180	185	177	182

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	95.7	96.1	94.4
1	95.7	95.2	94.3	95
2	96	95.7	93.7	95.3
3	94.9	95	94	94.6
4	95.8	95.2	96	95.4
5	94.8	93.7	94.3	96
6	94.2	92.9	93.8	95.1
All Years	95.1	94.7	94.6	95.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.83
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.87

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	683,101
<b>Revenue</b>	3,520,883
Appropriation	3,278,480
Sale of Goods and Services	1,900
Grants and contributions	237,858
Investment income	2,645
<b>Expenses</b>	-3,435,537
Employee related	-3,017,947
Operating expenses	-417,590
<b>Surplus / deficit for the year</b>	85,346
<b>Closing Balance</b>	768,447

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	68,334
<b>Equity Total</b>	175,153
Equity - Aboriginal	2,832
Equity - Socio-economic	9,043
Equity - Language	54,485
Equity - Disability	108,793
<b>Base Total</b>	2,655,605
Base - Per Capita	88,987
Base - Location	0
Base - Other	2,566,619
<b>Other Total</b>	179,547
<b>Grand Total</b>	3,078,639

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Our renovated Library

## Parent/caregiver, student, teacher satisfaction

In 2020, the school sought the opinions of students, parents and carers through the Tell Them From Me suite of surveys. 162 students in Years 4 to 6 participated in the student surveys. 68 parents and carers responded to the Partners in Learning parent and carer survey and 11 teachers participated in the Focus on Learning teacher survey. These survey measure 20 research based indicators of school and classroom effectiveness.

Student responses indicated that they:

- Are highly involved in sports and extra curricular activities. 95% of students indicated that they had a high rate of participation in sports, this is 12% above the state norm.
- Engage in positive behaviour and experience low levels of bullying. 91% of students reported positive behaviours, this is 8% above the state norm and the incidence of bullying was reported at 13% below state norms.
- Benefit from positive relationships. 86% of students reported that they have friends at school who they can trust and who encourage them to make positive choices.
- Value school outcomes and are proud of their school. 92% of students believe that education will benefit them personally and will have a strong bearing on their future. 81% of respondents either strongly agreed with or agreed with the statement, I feel proud of my school.

Open ended survey questions also asked students to share school strengths and areas for improvement. A number of themes emerged in the responses on school strengths including the teaching staff, supportive friendships, extra curricular opportunities and the facilities and resources. A sample of student responses is listed below:

"I like APS because the teachers are caring and nice, they do not let bullying happen and they care for each of us. (other schools don't do any of that). My friends are great and they are there for me. I feel like I belong here because of the resources, the lessons, and the teachers." "I like Ashbury Public school because I feel like its a place where I belong and make friends. I also like how it is a good place to play what I love doing (sport). I feel like if I keep trying then I will become a better learner. I also love all the teachers at Ashbury Public School."

"I like the way teachers teach because they always give us exactly what we need to know for a test, assignment or homework assignment. I think most of the facilities are kept clean."

"In Ashbury Public School, I am happy and safe. I feel good and proud about who I am. I really like the music program and all the instruments."

When it came to areas for development, responses were varied, but major themes included building new play equipment, extending the playground space and keeping the playground free of rubbish:

'I think we can make APS even better by not having litter around and that we can have an APS clean up Day on Thursday or just before sport to clean up our school every week.'

'I think that making the grass area a bit bigger because with all the kids on the grass it is sometimes hard to play and run around.'

Parent and carer responses indicated:

- They feel welcome at the school, they can easily speak with the principal and that the school's administrative staff are helpful.
- They are well informed about school activities and that written information from the school, including student progress reports, are written in clear, plain language.
- They believe that the school supports positive behaviour and that their child feels safe at school.
- That the school is an inclusive school and that school staff take an active role in including all students in school activities.
- 94% of parent respondents indicated that they would recommend Ashbury Public School to other parents, the remaining 6% were neutral.

The Focus on Learning Teacher survey questions are centred around 8 drivers of student learning and a further 4 dimensions of effective classroom and school practice. The average scores for each section sat above the NSW norm in all 12 focus areas. Teacher responses indicated:

- That they monitor the progress of individual students, discuss learning goals in most of their classes and are effective in working with students who have behavioural problems.
- That school leaders have helped them to create new learning opportunities, provided guidance for monitoring student progress and supported them during stressful times.
- That they work with parents to help solve problems interfering with their child's progress, they share learning goals with parents and they are in regular contact with the parents of students with special learning needs
- 100% of teacher respondents indicated that professional learning activities have supported them to improve their teaching practice.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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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.

The school celebrates Harmony Day every year, whole school activities, assemblies and special activities in every classroom enable students and our community to recognise that our cultural diversity is one of the strengths of our community.

## Multicultural Education Policy

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

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

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

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

All students in Years 3 to 6 participated in the Multicultural Perspectives Public Speaking Competition which gave them the opportunity to research, explore and speak about current multicultural issues in our society. One student qualified for and represented the school in the Sydney Region finals of this competition.

## Other School Programs (optional)

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### Library Report

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

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

In 2020 the Library Fund opened with a balance of \$2070.

Donations to the Library Fund in 2020 raised \$5936.

Expenditure in 2020 totalled \$6371.

As of the end of 2020 the Library fund had \$1636 funds available.

Key purchases over this period were:

- An extensive range of new picture books and novels
- Extending classroom sets of quality literature (picture books and novels) to support learning related to the English syllabus
- Targeting funds towards refreshing the non fiction section of the library to make it more accessible and engaging
- Subscriptions to Overdrive eBook collection (\$1660) and Story Box online (\$660)

Some key data relating to library usage is provided below:

- Ashbury PS maintains a collection of over 10,000 books in our library. An additional 11,000 titles are stored in locations around the school, including books to support reading and learning programs as well teacher reference material.
- Approximately 13,760 books were borrowed from the library in 2020
- The number of eBooks borrowed using the Overdrive collection (285) - this was four times the number in 2019, reflecting changed patterns of access during Covid-19 restrictions.
- The most popular books amongst primary students continued to be the graphic novels and for our younger students, series like Captain Underpants, Billie B. Brown and Boy versus Beast are most popular, plus a range of classic picture books.
- Overall, borrowing was slightly lower than normal because of the Covid-19 impact - an average of 900 books per class each year. There was, however, improved borrowing by stage 3 students - an average of over 620 per class per year, compared to 400-500 in 2019.

Other data about library usage

- In 2020, all classes had a weekly lesson with the Teacher Librarian. During the "Learning from home" period, library classes continued with online stories and activities through Google Classroom.
- The library was used for staff Professional Learning as well as intermittently for a range of other meetings
- The library was used as a teaching space for the Band program several mornings and afternoons a week
- The library was not able to open at lunchtimes due to Covid-19 restrictions
- Special events like Book Week celebrations were modified to comply with Covid-19 guidelines. There was a continued focus on the NSW Premier's Reading Challenge, and 217 students completed this in 2020, increasing from 2019 (188)



Our new Library furniture is very popular with the students.