

2020 Annual Report

Ashfield Public School



Introduction

The Annual Report for 2020 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

2020 was a most extraordinary year, when a global pandemic arrived most unexpectedly to impact on our daily routines, activities and the education of our children.

As a community, Ashfield Public School was quick to respond to the ever-evolving situation with a priority on health and safety and the continuity of learning. We stepped up our cleaning routines and gave extra-focus to good hygiene practices. We investigated solutions to the fast approaching lock down, to ensure the ongoing delivery of quality educational opportunities.

When the lock down arrived and lessons moved off-site and into the home, we were ready and ahead of the curve with our use of online platforms to communicate and learn. A mandated Department of Education 2020 External Validation showed our school to be at a standard of excellence during the Learning-From-Home period, as demonstrated by our commitment to identifying, understanding and implementing effective teaching methods. We had a visit from the DoE Deputy Secretary who had heard of our excellent work and wanted to find out about the systems and processes in place to support success.

There was an exponential increase in the IT capabilities of our teachers and Student Learning Support Officers. With innovation and perseverance, classrooms became makeshift film studios and instructional lessons were posted online. Each day, students and teachers used Seesaw to interact in real time, with feedback keeping students motivated and focused on their learning. Video conferencing via Zoom became very familiar and much appreciated as an efficient way to conduct meetings, with this new medium enabling more people to participate and be informed.

With the return of our students to their classrooms, the high momentum and commitment to quality teaching and learning continued. Teachers turned their professional focus to the school-wide collection of data and its use to identify student achievement and progress. Data walls were introduced to identify expected growth for each student, and our Student Reports were improved with more detailed, clear and specific information about student learning, and next steps for improvement.

Throughout the year we continued to reflect on our approach to educating students who experience disability. We continued with Collaborative Classrooms, which is a sustained practice of inclusive education that supports the dignity and worth of every individual to participate in an education on an equitable basis. Collaborative Classrooms has enabled teachers to more confidently make appropriate accommodations and adjustments for students of all ability to access their learning and make progress.

Above and beyond in a year of shut down, our school continued its commitment to delivering an exciting curriculum, albeit with modifications along the way. We created a whole school Refugee Sculpture and artworks for the online Art Show; our Book Week Parade, Student Led-Conferences, SRC Election and Talent Quest were filmed and viewed on YouTube; we held our Walkathon and our Triple E program offered a range of activities including gardening, choir, ukulele, robotics and dance. We kept a priority on positivity with boxes of school trophies and medals at the ready to recognise and celebrate the wellbeing choices that students make each day to keep engaged and motivated for success.

And so, as we come to the end of 2020, I say thank you to our parents. The ongoing restrictions for access to the school site and participation in school events has been challenging. However, with cooperation and good cheer, you have accompanied your children to school each day and waved them through the school gate. You adapted to the reality of video conferencing for communication with your child's teacher, and successfully achieved the tremendous task of managing learning from home and supporting teachers to keep your children engaged.

Thank you also to our teachers, and our school administration and support staff. You have been at the forefront of innovative and adaptive practice by applying knowledge of curriculum content to develop teaching activities that are known to support school improvement and enhance the learning outcomes. With astute thinking and determination, you modified school events and initiatives to maintain continuity and keep our students positive and achieving their best.

Finally, thank you to our students. This year will anchor in your memories as a most unusual time in your childhood, when people stayed at home because of a virus, when there was concern about staying healthy, and coming to school involved some changes to your day-to-day activities. You are to be applauded for remaining happy and resilient and focused on being good and respectful friends and determined learners.

In summary, 2020 has been a year of precedents with the opportunity to discover different ways to interact, communicate and learn. For Ashfield Public School, the year shown that our school systems for wellbeing, classroom practice, reporting and professional learning are robust and effective.

In this year of uncertainty, anxiety and change, our school kept focused on what works best. As we responded to the unfolding events, we worked hard and used the situation as an opportunity for innovation, while ensuring that our focus on every child being known valued and cared for.

I thank everyone. As a community we are strong, united and positive.

Damien Moran

Principal

Message from the school community

It has been a remarkable and challenging year for all of us, and one that we and our children will probably all remember for many years to come. The school community was not able to gather together in the way we normally do to socialise in the school playground or have events at school. We also had to adapt to the concept of home schooling for part of the year.

I'd like to recognise Blair and Phil Callon in the wonderful Badalya canteen who arranged for supplies of tasty prepared meals and fresh food and groceries to get to families in need and to keep the sense of community going in such trying circumstances. Blair and Phil are much appreciated members of the school community and we are lucky to have them at our school.

Even in these trying circumstances, our wonderful teachers supported our children every day to learn, to feel valued and to grow. Even when the kids were able to return to school there was an extra focus on wellbeing and fun throughout the year. Even when parents and carers couldn't be on site, we were still included in school activities with regular videos, social media posts and newsletters. On behalf of the school community, I'd like to say a huge thank you to Mr Moran, the Executive Committee of the school and all of the teachers, support staff and administrative staff at Ashfield Public School for their endless hard work, caring attitude and commitment to our children.

One benefit of the challenges presented by the pandemic was that the P&C was officially able to hold their meetings via Zoom. This has actually made the meetings more accessible to our families and more parents and carers are able to attend. We will continue to hold all of our general meetings via Zoom from now on.

Sarah Vickers

Secretary and acting President

P&C

School vision

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

Learning

Learning Culture

In a year of rapid change and disruption, Ashfield Public School was well-organised and successfully used its systems to maintain the learning progress of all students. Effective partnerships with parents and the ongoing improvement of quality teaching practices benefited the wellbeing, progress and achievement of all students during the Learning From Home period.

Wellbeing

The school Wellbeing System is a strategic and planned approach to wellbeing and is strongly embedded in the whole school culture to support the wellbeing of all students. The School Award system, which continued during the Learning

From Home period, uses 10 Wellbeing Choices. There is some evidence to suggest that two of these choices, Embrace Diversity and Be Inclusive have a positive impact on reducing bullying. The Collaborative Classrooms initiative also positively impacts on Wellbeing. It is about the collective responsibility for the learning of all students, including students with disability, so that every student has every opportunity to connect, thrive, and succeed.

Curriculum

The school continues to sustain and grow an integrated approach to curriculum planning. There is a particular focus on teachers working together to annotate Teaching & Learning Programs and show planned adjustments that challenge students at their appropriate level. Changing the weekly Communication Meeting to a weekly Stage Meeting has provided increased opportunity for collaborative practice. A Whole School Assessment Schedule enables the progress of students to be tracked longitudinally. A learning alliance with The Bill Crews Exodus Foundation has enhanced the school's capacity to raising the reading level of targeted students.

Assessment

Visible Learning is a school-wide practice for assessment. Visible Learning supports formative and summative assessment through an ongoing cycle of 'Assess, Plan, Do and Review', where teachers respond to trends in student achievement at individual, group, and whole school level. A Whole School Assessment Schedule enables the school to monitor and report on student learning across the school. The school continues to sustain and grow the consistent use of Learning Intentions and Success Criteria to differentiate learning and confirm that students learn what is being taught.

Reporting

The school collects whole school data for reading, writing, mathematics and wellbeing to support clearly, timely and accurate reporting that supports further progress and achievement for all student learning. This data informs collective decisions about student learning, such as student participation in particular intervention programs including the Sydney Eisteddfod and the Rock and Water resilience program. Student Reports provide clear and specific information about student learning, growth and next steps. The Student Reports for all students include a Reading Age, a Writing Band level and comprehensive summaries from Essential Assessment in the strands of Numbers & Algebra, Measurement & Geometry, and Statistics & Probability. Student Led Conferences and Parent Forums help parents to engage with and understand their child's learning.

Student Performance Measures

Using the Whole School Assessment Schedule, the school has developed its capacity to identify what growth is expected for each student. It is also developing its capacity to identify and track the progress of equity groups. The school is working towards the target of most students achieving in the Top 2 Bands of NAPLAN. Value-Add growth trend is positive.

Teaching

Effective Classroom Practice

All teachers are committed to identifying, understanding and implementing the most effective explicit, evidence-based teaching methods. The School Plan articulates a commitment to effective, evidence-based teaching and ongoing improvement. The CESE What Works Best publication, Australian Professional Standards for Teachers and Quality Teaching Framework inform effective teaching. The Teaching Sprint process facilitates an evidence-based approach to Professional Learning, with the effectiveness of Professional Learning gauged by its positive impact on Student Outcomes. Explicit teaching, effective feedback and differentiation have been recent focuses of Professional Learning.

Data Skills and Use

A Whole School Assessment Schedule enables a consistent analysis of data to understand the impact of teaching practices and school systems on student learning. Data walls are used to reflect on teaching effectiveness and inform future school directions. Visible Learning is used, school-wide, as a formative assessment practice to identify student achievement and progress. Surveys and Parent Forums develop a shared understanding of assessment practices. More time has been allocated for teachers to collaborate and analyse data. The school continues to sustain and grow its capacity to use data to reflect on the effectiveness of teaching practices that have the highest impact on student outcomes.

Professional Standards

The Australian Professional Standards for Teachers are a reference point for whole school reflection and Professional Learning. The school uses the Teaching Sprint process, which is an approach to Professional Learning that enables research to be applied in the classroom. As an evidence-based approach, the Teaching Sprint enables the positive impact of Professional Learning on Student Outcomes to be reflected upon and understood. Whole School Assessment

Tools support the teaching of literacy and numeracy to students at all levels. The school is sustaining and growing the capacity to understand and explicitly teach literacy and numeracy to students at all levels in Key Learning Areas beyond English and Mathematics. Supporting a high proportion of teaching staff to maintain accreditation at Highly Accomplished or Lead Teacher is an area for improvement.

Learning and Development

School Based Registered Professional Learning is aligned with the School Plan. The school is sustaining and growing its capacity to understand and measure the impact of Professional Learning on the quality of teaching and student learning outcomes. Offering Professional Learning via @MyPL provides teachers with professional learning which has been developed by the school, which is specific to the learning needs of the school, and tailored to teacher professional learning needs. Quality Teaching Rounds facilitate a formal process of professional dialogue and classroom observations and are based on the Quality Teaching Framework. Graduate teachers are required to work with supervisors and the school principal, with the Accreditation at Proficient process supporting them to deeply understand the Australian Professional Standards for Teachers. The Learning From Home period was an opportunity for teachers to apply their professional knowledge and teaching strategies to an online and further develop quality teaching practices.

Leading

Educational Leadership

The School Principal and School Leadership Team strongly models instructional leadership with a focus on continuous improvement. The synthesis of key documents including the School Excellence Framework, the Australian Professional Standards for Teachers, and What Works Best focus the school on continuous improvement cycle of Assess, Plan, Do, and Review as students are supported and engaged to connect, thrive and succeed. The school is developing the capacity of teachers outside of the Leadership Team to actively lead evidence-based teaching practices and ongoing improvement, such as through the Quality Teaching Rounds. The school continues to sustain and grow its capacity to effectively cater for the range of equity issues in the school including EAL/D students and students from low-social economic backgrounds so as to show sustained and measurable whole school improvement for all students.

School Planning, Implementation and Reporting

An effective School Plan has driven a trajectory of continuous school improvement efforts by clearly articulating school excellence in action, and creating a shared understanding and accountability to improve educational outcomes for all students. The Annual Report provides the opportunity to reflect deeply on the strategic directions of the school and plan for continued measurable achievement.

School Resources

Collaborative Classrooms is an example of strategically using resources (staff time, expertise, funds, facilities, materials) to achieve improved student outcomes and high-quality service delivery, inclusive of students with disability. Of significance is that Collaborative Classrooms is building the capacity of teachers to engage in team teaching practices and develop their skills to make accommodations and adjustments and deliver a differentiated curriculum that supports and engages all students of all ability. Financial management to sustain the employment of Student Learning Support Officers and the re-organisation of the physical environment to accommodate team teaching have contributed to the success of Collaborative Classrooms. The Learning From Home period supported innovative use of technology including Seesaw, an online learning platform, and showed the school's ongoing commitment to collaborating with the local community to share assets and resources.

Management Practices and Processes

Administrative systems, structures and processes underpin school improvement and professional effectiveness. Evolving administrative systems has enabled the school to respond to best and next educational practices that are evidence and research based. Using online platforms such as Whatsapp and School Enews to communicate operational issues enabled the weekly Communication Meeting to be replaced with a weekly Stage Meeting to provide teachers with extra time to analyse and respond to student data. Parent, Teacher and Student Surveys, and Parent Forums enable school practices and processes to be responsive to feedback and create a shared understanding of School Improvement.

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

To support the school's growing capacity to measure and track academic growth, Data Walls were introduced as a tool for analysing and evaluating student learning over time. A Data Wall is based on the research of Lyn Sharrat and is a dynamic and engaging point of focus that help teachers to monitor, plan and report on student learning. Results in Reading, Writing and Mathematics for every student are displayed on the Data Walls, which are positioned in a way to maintain confidentiality and privacy of information.

Teachers meet at the Data Wall, with rich conversations about students learning, and increased ownership and responsibility that every teacher is responsible for the progress of all students, beyond the students in their classroom. The Data Walls have had a high impact on quality practice by facilitating collaboration and teamwork to use data and understand and engage students of all ability.

The whole school approach to reporting on measurable growth was enhanced in 2020 with comprehensive information about student achievement in Mathematics included in the Student Report for Semester 1 & 2. Parents were presented three pages printed from the online Essential Assessment tool to provide detailed, clear and specific information about student learning in Number & Algebra, Measurement & Geometry, and Space & Probability. A Google parent survey indicated that this information, including data on growth and next steps, was valuable and informative.

Improving the systematic whole school implementation of NSW Educational Standards Authority (NESA) syllabuses saw the introduction of a whole online phonics resource, Soundwaves, to support the teaching of reading. This resource provided teachers from K-6 with detailed information and teaching strategies to develop vocabulary and reading skills. The NSW DoE phonics screening check, which replaced the previously used UK phonics screening check, was also used in Year One to understand whether students had gained the expected phonics skills in Kindergarten.

The whole school Scope and Sequence was reviewed with an opportunity to look closely at the summary of what is to be taught at Ashfield Public School, the sequence in which it is to be taught and how the syllabus outcomes that are to be addressed. A team of teachers worked on this project, with changes made to improve clarity of the Scope and Sequence document.

Effective teaching practice continued to be supported by whole school systems and procedures with a collaborative culture of continuous professional improvement that included teachers taking on instructional leadership roles to mentor and upskill colleagues. For example, during the COVID-19 Learning from Home period, knowledgeable teachers became the experts to upskill other teachers in the area of online learning. Teachers gained knowledge and understanding about online learning platforms to deliver lessons including using YouTube to create short, sharp lessons with a focus on explicit teaching. Professional learning also created teacher understanding that the same educational practices that work best in the classroom, also work best when teaching and learning online.

Another example of supporting effective teaching practice was the registered professional learning that occurred each term via the Teaching Sprint which continued to provide a high impact way for teachers to engage with research and curriculum documents, apply knowledge and understanding to teaching practice, and evaluate impact on student learning outcomes.

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 introduction of Data Walls.:</p> <p>1) Reading Data Wall: The reading age of all students is presented confidentially with evidence of students who are working towards, achieving or working beyond the expected level of achievement. This Data Wall highlighted the importance of matching levelled readers to a student's reading age. Therefore the school invested in PM eReader collection which matches online books to a student's reading age which enables teachers to match texts according to individual ability and more effectively track growth.</p> <p>2) Data Card Data Wall: Achievement in Literacy and Numeracy, Extra Curricular and Wellbeing was summarised on a Data Card. Each student was then placed in an Equity Group: Low or Negative Growth, Medium Growth, High Performing, English as an Additional Dialect/Language, Disability. The purpose of the Equity Group is to understand the potential barriers to a student having growth, or high than expected growth. The Data Card Data Wall has focused the whole school on tracking the progress of all students across their schooling years including the identification of student needs, and the planning and implementation of interventions to support success.</p> <p>Parent Forum on Assessment to build parent knowledge and understanding of assessment practices with an insert for the Student Report to explain how to interpret Essential Assessment, with increased understanding by parents of how to identify next steps.</p> <p>Semester 2 Growth in Average Reading Age</p> <p>Kindergarten: 5 (Semester 1) 5.08 (Semester 2)</p> <p>Year One 5.09 (Semester 1) 7 (Semester 2)</p> <p>Year Two 8 (Semester 1) 8.08 (Semester 2)</p> <p>Year Three 8.11 (Semester 1) 10.01 (Semester 2)</p> <p>Year Four 10.05 (Semester 1) 11.05 (Semester 2)</p> <p>Year Five 11.09 (Semester 1) 12.06 (Semester 2)</p> <p>Year Six 13.02 (Semester 1) 13.09 (Semester 2)</p>	<p>Data Wall</p> <p><i>Staff time to create the wall</i></p> <p>\$600</p> <p>PM eReader Collection</p> <p><i>Online Reader Collection</i></p> <p>\$2 300</p> <p>School Magazine</p> <p><i>Reading Resource</i></p> <p>\$4 195</p> <p>Spelladrome</p> <p><i>Subscription for online Spelling Resource</i></p> <p>\$450</p> <p>Accelerated Reader</p> <p><i>Subscription for online Reading Resource</i></p> <p>\$3 850</p> <p>Matific</p> <p><i>Subscription for online Maths Resource</i></p> <p>\$6 836</p> <p>Sound Waves</p> <p><i>Subscription for online Phonics Resource</i></p> <p>\$1 401</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)
Introduction (K-6) of Sound Waves, a whole-school synthetic phonics	Soundwaves

Progress towards achieving improvement measures

program based on the 43 sounds of Australian English. This resource supported the explicit teaching of phonic knowledge and word recognition to develop the skill of reading increasingly complex texts.

Professional Learning focus on "Clarity" by Lynn Sharatt, with participation in one day workshop led by Lynn. This introduced and built knowledge of key knowledge regarding the 14 parameters which is a high-impact improvement approach to using data to identify and respond to immediate student learning need. It was applied throughout the year with the evolution of Data Walls, resourcing PM eReaders to provide leveled readers to match reading age, and the introduction of Case Management meetings to focus on implementing support for identified students.

Structuring the school day during the Learning From Home Period to provide routine for students, parents and teachers, with a whole school timetable was published and followed so maintain continuity with the implementation of the school curriculum. The timetable showed the allocation for daily Literacy and Numeracy sessions, other Key Learning Areas, and Triple E (engagement, enrichment & extension) initiatives. This enabled parents to plan their days to accommodate the education of their children while they themselves were able to work from home.

Online Phonics Learning Platform

\$1401

Professional Learning

Workshop with Lynn Sharratt

\$800

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>Teaching Sprints supported effective teaching practice throughout 2020. A Teaching Sprint is a style of Professional Learning based on the research of Simon Breakspear. A Teaching Sprint is the opportunity for teachers to apply research to classroom practice and evaluate the impact of teaching strategies on student success. One Teaching Sprint is divided into three Face-to Face learning sessions across one term.</p> <p>Term 1: Embedding the IT capability in PDHPE</p> <p>This was about developing student capacity to investigate questions, topics or problems using ICT, in the key learning area of PDHPE. This Teaching Sprint was interrupted by the Learning From Home period.</p> <p>Term 2: What works best with online learning</p> <p>This provided teachers with an ability to deeply reflect on and improve explicit teaching and effective feedback, as per the CESE What Works Best publication. This learning was applied to the engaging students through remote learning and supported effective teaching during the Learning From Home Period.</p> <p>Term 3: The Quality Teaching Framework: Substantive Communication</p> <p>Teachers used the Speaking and Listening sub-element from the Literacy Progressions to develop lessons and measure the progress of students' ability to express and share ideas appropriate to audience, purpose and task - in an elaborate and substantive fashion.</p> <p>Term 4: A Sentence a Day</p> <p>Teachers used the Creating Texts sub-element from the Literacy Progressions to develop lessons and measure the progress of students' ability to use increasing complex vocabulary and structure to write effective sentences. Data indicated that developing a more extensive vocabulary for our students was an area for development.</p>	<p>Professional Learning led by principal and QTTS teacher</p>

Next Steps

Develop the capacity of teachers to use digital tools to analyse point-in-time assessments in Reading, Writing, and Mathematics, and engage in comparative teacher judgement. This will involve a focus on consistent and comparable judgments of student achievement, and using data to plan next step.

Use the Term One Parent/Teacher Interviews as a time for teachers and parents to collaborate and identify expected growth for students, with a goal of collaboratively tracking and comparing progress throughout the year.

Develop the capacity of the Leadership Team to analyse and respond to data by implementing effective and high impact learning interventions, so that gaps between equity groups narrow, as measured by growth in Literacy and Numeracy.

Use the Literacy and Numeracy Progressions to measure the positive impact of each Teaching Sprint to develop understanding and make improvements to teaching practices.

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

During the unfolding circumstances of COVID-19, maintaining quality differentiated learning and engagement was a priority as Ashfield Public School transitioned from Face-to-Face Learning to Learning From Home. It was a time of innovation, improvement, and precedent as teaching activities were adapted, and teaching strategies developed, to engage students in effective learning while spending their days off school site.

For example, the school introduced a 'Chilli Rating System' to show how activities posted online were adjusted to suit a range of ability levels. Activities were identified as either Extra Spicy (High Performing), Spicy (Extension), Mild (At expected level), and Extra Mild (Learning support). The system helped parents understand online learning and match activities to their children, and supported teachers to evaluate the effectiveness of teaching activities to meet individual learning needs.

The Learning From Home period saw the school's Triple E (Engagement, Enrichment and Extension) program go online, with teachers and Student Learning Support Officers creating weekly Youtube films for Music, Art, Gardening and Lego Club. These activities were highly valued by the school community and kept our students engaged and motivated.

The Learning from Home period greatly accelerated the school's Future Focused program with all students, teachers and parents quickly learning how to collaborate via the online platforms of Seesaw and Zoom. These platforms continued when students returned to Face-to Face teaching in the middle of Term 2. Seesaw was used to post homework activities, and present an online Science Fair. Zoom was used to conduct Student Led Conferences, and P&C Meetings.

The Learning from Home period also included a strategic and planned approach to wellbeing including a Student Learning Support Officer (SLSO) who monitored daily attendance. All teachers had weekly contact with parents, with a focus on keeping students engaged in daily learning in Literacy and Numeracy.

Upon the return to Face-to-Face Learning, a focus on wellbeing continued with the introduction of the weekly Toy Play. This was about understanding the increased anxiety and stress of our students caused by aspects of COVID-19 including the cancellation of school camps, excursions, parents out of work, parents not permitted on school site, students not permitted to use the bubblers, and a range of other restrictions. Toy Play was a fun time to play with friends during class time, and was an activity greatly anticipated and enjoyed each week. A Google survey showed that parents, students and teachers highly valued this opportunity in the school week to relax and socialise. Toy Play was also supported by the research of Pasi Sahlberg - Finnish educator, author, and scholar whose research shows that play builds resilience to stress, depression and anxiety.

Informed by the School Excellence Framework element 'Caring for students' whereby the school is organised so that students have regular opportunities to meet with an identified teacher, the Check In initiative continued throughout 2020. The students who participated in Check In's were identified at the weekly Learning Support Meeting as requiring extra support to establish and build positive relationships, work effectively in teams, and handle challenging situations. An

example of a Check In was the Rock and Water program which focused on building resilience, and a personal and social capability to connect, thrive, and succeed.

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)
<p>The introduction of an online learning platform, Seesaw enabled teachers to innovatively apply their content knowledge and effective teaching strategies to create short, sharp learning tasks, including filming lessons, and providing real-time student feedback. These lessons enabled teachers to deeply reflect on and improve explicit teaching as per the CESE What Works Best publication.</p> <p>The Term 2 Walkathon occurred during the Learning from Home period as a way to keep our students motivated and connected. Each day throughout the week of the Walkathon, videos were posted on Seesaw to motivate the students to participate in the Walkathon and achieve their personal best. Students completed the Walkathon in their own time - walking with an adult in local parks and around the streets of their suburb. The Walkathon raised \$8K in sponsorship via GoFundMe.</p> <p>Morning lines and Assemblies were filmed each day during the Learning From Home period and uploaded to the school's YouTube channel with the link posted on Seesaw and School Enews for students to watch from home. This was an important aspect of keeping our students connected and positive during the highly anxious and unprecedented restrictions that prevented students from attending school on site. The virtual morning lines and assemblies had a significant impact on keeping our community engaged during the Learning From Home period.</p> <p>Introduction of the Chilli Rating System which improved the school's capacity to engage students of all ability by creating a shared and consistent understanding of differentiation. The Chilli Rating System enabled students of different abilities including those who experience a disability to participate in challenging and appropriate work that is interesting and engaging and enables them to access to essential understanding and skills at their Stage level.</p> <p>The Term 3 Online Art Show with artworks created by students and curated by Karen Manning, the school's Artist in Residence. By bringing the art together into an online exhibit, the COVID-19 protocol that restricted parents and the community to be on school site was overcome. The Online Art Show enabled students and their families to experience the all of the artworks that had been created by the students in a unique way that fostered a sense of community.</p>	<p>Seesaw</p> <p><i>Online learning platform used for Learning From Home with continued use for homework</i></p> <p>\$3780</p> <p>Walkathon Fundraising</p> <p>\$8600</p>

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>K-6 Computer Skills program to develop Microsoft Word skills including creating word documents, dynamic page layouts, text formatting, inserting images, creating, modifying, and filling tables, and faster typing speed.</p> <p>Weekly Zoom Class Catch Ups during the Learning From Home Period for all students (K-6) which provided students with an opportunity to develop the skills for collaborative work and effective communication via an online platform. This included learning the protocol of participating in an online meeting including muting, position the camera, sharing the screen, and limiting distractions.</p>	

Progress towards achieving improvement measures

Student Led Conferences delivered via Youtube, with students engaging in substantive communication, to demonstrate their understanding of an aspect of their learning in an elaborate and substantive fashion. This task developed student capacity to prepare and present content to be watched by an audience (ie: mum and dad) at a later time. Students learned about enunciation and expression and their impact on effective communication.

The introduction of Seesaw, an online learning platform which enabled teachers to innovatively apply their content knowledge and effective teaching strategies to create short, sharp learning tasks, including filming lessons, and providing real-time student feedback. These lessons enabled teachers to deeply reflect on and improve explicit teaching as per the CESE What Works Best publication.

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

Evaluation	Funds Expended (Resources)
<p>The 10 Wellbeing Choices continue to support students to Connect, Thrive and Succeed. The online data management system, Sentral, is used to track School Awards, Medals and Trophies for each student.</p> <p>Toy Play was introduced as a weekly initiative for students to enjoy a session of relaxation with their classmates. Toy Play recognised that students the stresses and worries of a highly anxious time and was a time to nurture their positivity and optimism.</p> <p>The school collaborated with Settlement Services International (supporting Refugees) and The Bill Crews Exodus Foundation (supporting people who are homeless, in poverty and unemployed) to open the Community Cupboard. This was about sharing the resources of our community during the evolving COVID-19 situation with a number of our families facing financial difficulty.</p> <p>The Rock and Water program which is part of the school's Triple E (Engagement, Extension & Enrichment) program. The purpose of Rock and Water is to decrease bullying and depressive feelings, and increase self-esteem, self-regulation and social acceptance. It is about building self-confidence, self-respect and self-reflection. Rock and Water is a weekly 25-minute session which occurs during Break Two each Tuesday,</p> <p>Professional Learning on the Personal and Social Capability Continuum which supported teachers to understand and create classroom environments that develop students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. Using the continuum is supporting our teachers to use a consistent language when describing a student's achievement and next steps in relation to interacting effectively and collaboratively.</p> <p>Partners in Learning' Parent Survey Report Term 3, 2020. NSW CESE Project</p> <p><i>School Supports Child's Behaviour</i></p> <p><i>School Mean 7.3 (NSW Govt Norm 6.7)</i></p> <p>Teachers help students who need extra support. 7.5</p> <p>School staff create opportunities for students who are learning at a slower pace. 7.1</p> <p>Teachers try to understand the learning needs of students with special</p>	

Progress towards achieving improvement measures

needs. 7.3

School staff take an active role in making sure all students are included in school activities. 7.5

Teachers help students develop positive friendships. 7.4

Next Steps

In addition to Sentral, use Student Data Cards to record the involvement in Triple E (Engagement, Enrichment & Extension) activities and keep record of the number of School Awards earned for each students. These Data Cards will be used during parent / teacher interviews.

Develop the use of the Australian Curriculum, Assessment and Reporting Authority (ACARA) Creative and Critical Thinking Continuum, with the continuum used to create quality learning opportunities for students to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.

Develop teacher capacity to use differentiated success criteria to focus on students' performance on specific tasks, and clearly identify for students where and why mistakes have been made.

Develop the use of the Australian Curriculum, Assessment and Reporting Authority (ACARA) Personal and Social Capability Continuum with a whole school approach to describing the self and social management of all students. This includes using the continuum in Student Reports, with information provided to parents about a student's ability to negotiate and communicate effectively with others, work in teams, positively contribute to groups and collaboratively make decisions, and resolve conflict and reach positive outcomes.

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 enabled Ashfield Public School to successfully apply its resources in a targeted manner to quickly and effectively respond to the unexpected situation created by COVID-19. As learning moved off-school site and into homes, the use of a range of online platforms supported the continuity of learning for all students (K-6). The school day was structured with an hour of Literacy and an hour of Numeracy where teachers, Student Learning Support Officers, students and parents interacted in real time, via Seasaw, an online learning platform.

Each week class teachers contacted all parents by telephone to check in, and a weekly class Zoom meeting enabled the class teacher and the students to join together for a remote catch up. Printed learning resources were available from the School Office for families unable to access online learning.

As the year progressed and learning returned to school site, an evaluation of the school's management practices identified the low impact of the weekly Communication Meeting on learning outcomes. WhatsApp, School Enews and Email were introduced as an alternative to communicate administrative issues, and the Communication Meeting became a time for teachers to meet and analyse student performance data, engage in consistent teacher judgement and plan appropriately. Data is used during these meetings to determine teacher directions and inform the creation of differentiated resources that engage learners of all ability.

Collaborative Classrooms continued to be embedded within the school as a high impact inclusive practice, with Support Unit Teachers and Mainstream Teachers engaging in Team Teaching so that students from the Support Unit actively engaged in learning alongside their peers in mainstream classes. The DoE Deputy Secretary Georgina Harrison visited the school to learn more about the Collaborative Class initiative. The high impact of Collaborative Classrooms has been that all students, including those who experience disability, made higher than expected growth with their personal and social capability, and teachers increased their capacity to differentiate according to ability.

Educational Leadership saw the introduction of Quality Teaching Rounds (QTR) which occurred in Term 3 and is about applying the Quality Teaching Framework to teaching practice. QTR enabled teachers to spend time to spend in the classrooms of other teachers to observe teaching strategies and exchange valuable feedback through deep conversation about classroom practice. Teachers perceived QTR as an effective and collegial initiative to improve teaching through mentoring, encouragement and the recognition of good practice. QTR was funded through a partnership between the DoE and the University of Newcastle.

In Term 3, an External Validation was conducted to assess the schools' achievement against the DoE School Excellence Framework (SEF). The process was extremely valuable to understand the school's performance in relation to the SEF across the three domains of learning, teaching and leading. The school was identified as Sustaining and Growing in the 6 of the 14 elements. The school was identified as Excellent across 8 of the 14 elements.

Progress towards achieving improvement measures

Process 1: 3.1 Management practices: Management practices sustain and grow a whole school culture of high expectations and achievement, and effectively cater for the range of equity issues in the school

Evaluation	Funds Expended (Resources)
<p>Restructuring the face-to-face weekly 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.</p> <p>Introduction of Professional Learning, Parent Meetings and P&C Meetings via Zoom. Moving meetings to Zoom has increased parent participation, with attendance at onsite meetings increasing from a typical number of 6 to 20 people, to over 50 people. This has increased the effectiveness of the school to work in partnership with parents as active participants in their children's education. A Zoom Implementation Strategy was published to guide positive and appropriate behaviour when interacting online.</p> <p>The Learning From Home period showed the school's ability to respond in a timely and decisive manner to in a situation of high uncertainty. From the very beginning, on Monday 23rd March 2020, the school was set up and ready to go for online learning - the result of much collaboration and communication with parents and teachers to set up the daily structure and system for remote learning. The feedback from parents was extremely positive and supported the school's reputation for school excellence and effective partnerships for learning.</p> <p>Upon the return to Face-to-Face Learning, whole school protocols for COVID-19 were established and maintained. These included:</p> <ul style="list-style-type: none"> - Assistant Principals on duty at gates each morning to welcome students as they farewelled their parents who were not permitted on school site.. - Designated assembly areas for each Stage group. - Enhanced cleaning. - Google Form for staff to check into work each day for monitoring of staff on school site. - Filming school events including Book Week and the Honour Assembly for parents to access. 	<p>Department of Education bulk hygiene supplies</p> <ul style="list-style-type: none"> - Hand sanitizer - Alcohol wipes - Thermometer - Increased daily cleaning with engagement of Cleaner <p>Subscription to Sentral, an online data management system</p> <p>\$8 847</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>Student Learning Support Officers (SLSO's) support the complex learning and behavioural needs of students with disability as they learn within the large group setting of the Collaborative Classroom. This support includes, for example, the SLSO attending to the health needs of a particular student such as assistance with toileting and administering medication, and acting as a regulator during group work to assist with co-operative turn taking and interactions</p> <p>The establishment of the physical space of Collaborative Classrooms, which involved one Support Unit and one Mainstream Classroom being positioned side by side, as a team-teaching class situation. Specifically, there are two classrooms with interconnecting movement area and team teaching. This involved relocating classes to different parts of the school and conducting a Parent Forum via Zoom to brief the parent community on the changes.</p>	<p>Student Learning Support Officers (SLSO):</p> <ul style="list-style-type: none"> - \$130 069 (Resource Allocation Model) - \$140 067 (School and Community Sources)

Progress towards achieving improvement measures

Setting up Learning Spaces within the Collaborative Classroom, based on the research of Professor David Thornburg's. The four zones for learning provide students with different ways to encounter and succeed within a Collaborative Classroom, including zones for high support (Waterhole: Billabong), independent (Cave: Ganing), interactive (Campfire: Karlup) and collaborative learning (Plains: Nullarbor). This has increased teacher understanding of how to create educational spaces for more effective learning that move beyond traditional layouts.

Process 3: 3.3 Educational leadership: The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement

Evaluation	Funds Expended (Resources)
<p>The DoE External Validation (EV) process identified the school as achieving a level of excellence in 8 of the 14 elements. Supporting this achievement is the school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. The EV showed that management practices successfully enable the allocation of resources to achieve the strategic vision of the school community.</p> <p>The school principal used to Zoom to conduct a series of Parent Forums during the Learning From Home period. This was about maintaining a high standard of communication and collaboration during a time of uncertainty and change. Also, there was a commitment by the school to actively seek and respond to parent feedback during the Learning From Home period with parent surveys via Google Forms seeking feedback regarding the experience of Online Learning and about the school's management of Learning From Home.</p> <p>Quality Teaching Rounds provided teachers with a platform for critical reflection and analysis of current teaching practice, and were used to guide planning of classroom and assessment practices. Teachers identified that it was informative and valuable to use the Quality Teaching Framework to observe a lesson. Also effective was the extended discussion of the lesson, and teaching more broadly.</p> <p>'Focus on Learning' Teacher Survey Report Term 3, 2020. NSW CESE Project.</p> <p>School Mean 7.7 (NSW Govt Norm 7.1)</p> <p>School leaders have helped me establish challenging and visible learning goals for students. 7.4</p> <p>School leaders have helped me create new learning opportunities for students. 8.2</p> <p>School leaders have provided me with useful feedback about my teaching. 7.2</p> <p>School leaders have helped me improve my teaching. 7.8</p> <p>School leaders have provided guidance for monitoring student progress. 8.6</p> <p>I work with school leaders to create a safe and orderly school environment. 7.6</p> <p>School leaders have taken time to observe my teaching. 7.2</p> <p>School leaders have supported me during stressful times. 7.4</p>	<p>Release from Face to Face Teaching</p> <p>\$10 000</p> <p>Funded by Quality Teaching Rounds - University of Newcastle https://www.newcastle.edu.au/teachers-and-teaching</p>

Next Steps

Revise and adjust programs at weekly Stage meetings, with meeting minutes providing a written explanation of collaborative discussions and subsequent changes to programs. This is about achieving excellence against the School Excellence Framework whereby teaching and learning programs are dynamic, and show evidence of revisions based on feedback regarding teaching practices, and the use of consistent and reliable student assessment and including the continuous tracking of student progress and achievement

Track student progress along the Personal and Social Continuum to show positive impact of team teaching and collaborative classrooms on learning and engagement.

Continue Quality Teaching Rounds to all teachers, with a focus on the creation of deep knowledge, deep understanding, problematic knowledge, higher order thinking and substantive communication, and measured via the Literacy and Numeracy Progressions and the Common Grade Scale (A-E).

Use data to identify the impact of explicit teaching of English and Mathematics across the curriculum, with the Creative and Critical Thinking learning continuum used to measure achievement and progress.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Resource Allocation Model</p> <p>Flexible Funding</p> <p>\$6612</p>	<p>Assemblies begin with the following acknowledgement which was specifically designed for our school: <i>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.</i> First Nation students participated in workshops to understand the significance of this acknowledgement.</p> <p>The First Nation flags are flown on school flag pole, and held proudly by students during the singing of the Australian National Anthem at every assembly.</p> <p>Attendance for First Nation students is carefully monitored and the school collaborates with families to support regular attendance.</p> <p>The COVID-19 restrictions of 2020 presented challenges for all students and their families. Our school remained open under COVID-19 guidelines during lockdown time. During this time, support for our First Nations students included parent visits to our school to discuss and resolve some of the challenges of Learning from Home period. School support included the provision of resources, including loaning laptops. The school also supported families by supplying personal requirements such as food and clothing.</p> <p>A weekly catch up or Yarning Session provided a regular opportunity for First Nation students to meet with an identified staff member who provided advice, support and assistance. Discussion at the Yarning Session included a range of topics such as family obligations, home-life and meeting expectations to achieve success at school.</p> <p>The weekly Yarning Session also provides an important student voice which contributes to the writing of an individual Personal Learning Pathway (PLP). The writing of a PLP also included the class teacher and the parents of the students. The PLP includes social, emotional, personal goals, literacy and numeracy goals. The PLP articulate goals for each student to progress and achieve. NAPLAN, a Reading Age, a Writing Band and Essential Assessment inform the goal setting of the PLP.</p> <p>The school publishes a monthly newsletter which showcases school activities. Students publish a Deadly page which discusses current Aboriginal events and highlights significant Aboriginal people in the community.</p> <p>As part of the school's Triple E (Engagement, Enrichment & Extension) program, First Nation students joined a Tuesday after-school</p>

Aboriginal background loading	Resource Allocation Model Flexible Funding \$6612	<p>dance class taught by an experienced dance teacher. This was a very popular activity and a great source of increasing confidence and self-esteem for our First Nation students</p> <p>NAIDOC Week was recognised by the whole school community. The day included all students learning about the cultural heritage of First Nation people through storytelling, artefacts display and discussions conducted through the Library programs. All students had the opportunity to wear Red, Black and Yellow, with a special assembly a time to celebrate including singing a song by Aunt Wendy's Mob.</p> <p>The annual Yarn Up, a public speaking program and Nanga Mai Awards which recognises innovation, excellence and educational achievement in Aboriginal education for Stage 3 Aboriginal and Torres Strait Islander were both cancelled due to COVID-19. This also applied to the Djuma Junior Art program held at the Art Gallery NSW.</p>
English language proficiency	Resource Allocation Model Staffing \$21 877 Flexible Funding \$67 721	<p>The approach for supporting our linguistically diverse learners across the Key Learning Areas continues to improve. Applying the ACARA EAL/D Learning Progressions and the DoE ESL Scales, students are engaged via a range of different learning models including withdrawal groups, and in class support.</p> <p>Students in the Beginning and Emerging phases participated in a weekly withdrawal group, which was taught by a specialist EAL/D Teacher. Students in the Developing and Consolidating phases were supported within the classroom.</p> <p>The learning needs of EAL/D students are identified through comprehensive whole school assessment and screening processes and range across each of the four phases of language learning development: Beginning, Emerging, Developing and Consolidating. During the Professional Development, a specialist EAL/D teacher worked with the classroom teachers during Stage team meetings to plan individualised writing goals for EAL/D students.</p> <p>As part of a whole school initiative, EAL/D teachers worked collaboratively with the Principal and teachers to create and trial an EAL/D specific page to be included in the Student Semester Report. Initially the insert was focused on one area - Speaking,. It provides parents of EAL/D students with information about their child's learning and incorporates the ESL Scales, the EAL/D Learning Progression and Literacy Outcomes. This detailed information is accompanied by a glossary which allows parents to build a better understand of the EAL/D framework as well as their own child's development; where they</p>

English language proficiency	Resource Allocation Model Staffing \$21 877 Flexible Funding \$67 721	<p>are working at and also what they are working towards.</p> <p>A challenge for EAL/D students in 2020 was the Learning from Home period, with small group/face to face instruction not possible. Teachers supported EAL/D learners to access and use several online platforms including See Saw, Zoom, MyOn, Accelerated Reader and PM's On-Line.</p> <p>On See Saw the EAL/D teachers worked with each stage to differentiate lessons so that the EAL/D students received adapted content appropriate for their current learning capabilities. Zoom check-in s were also utilised and Online readers were used to ensure that each student received texts that were specifically chosen in accordance with their current Learning Progression.</p>
Low level adjustment for disability	Resource Allocation Model Staffing \$76 569 Flexible Funding \$41 155	<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 2020. This included SLSO using Zoom during the Learning From Home Period to work with students who experience a disability. Daily activities included Literacy and Numeracy activities,, and supported parents to keep their children engaged and learning.</p> <p>Supporting the school's investment in SLSO's, was the upskilling of the Learning Support Team to use Student Performance Measures to track the progress of students with disability, and other equity groups including Aboriginal and EAL/D. Data from Assessment Tools enabled the school to identify what growth is expected for each student, with focus on the majority of our students achieving the top two band for NAPLAN Reading, Writing and Numeracy.</p> <p>Professional Learning also continued to develop teacher and SLSO understanding of low-level adjustments for disability. This included building knowledge of the physical, social and intellectual development and characteristics of students, and the positive impact of effective adjustments on student outcomes. Teachers and SLSO's increased their understanding of matching teaching instruction to student ability.</p>
Quality Teaching, Successful Students (QTSS)		<p>As an instructional leader, the QTSS teacher led:</p> <p>1) The participation of teams of teachers in Quality Teaching Rounds. These sessions focused on the dimensions of intellectual quality, quality learning environment and significance, and reflected on teaching strategies to develop students' knowledge, skills, problem-solving, and critical and creative thinking. Demonstration lessons were provided and teachers were able to analyse</p>

<p>Quality Teaching, Successful Students (QTSS)</p>		<p>and reflect on their teaching practice.</p> <p>2) The assessment moderation activities to support consistent and comparable teacher judgements of student learning. This was achieved through collegial discussions and constructive feedback resulting in a better understanding of the teaching elements that contribute to high quality teaching, improving professional knowledge and practice.</p> <p>3) The collection of whole school K-6 literacy and numeracy data. This included Kindergarten and Year 1 students completing the online mathematics program Essential Assessment for the first time, with assessments in Number & Algebra, Measurement & Geometry & Statistics.</p> <p>4) The analysis of data to identify students for Learning Interventions. This included:</p> <ul style="list-style-type: none"> - Sixteen students (Year One) identified as not meeting minimum proficiency being enrolled in an intensive daily phonics program. Working with the Learning Support Teacher, teaching strategies met the specific learning needs of these students resulting in 80% of students achieving above expected growth in reading from Term 1 to Term 4. - Twelve students (Stage Three) identified as not meeting minimum proficiency being enrolled in an intensive daily phonics program. They were assessed as being more than 12 months behind in reading before commencement of the program. Fifty-minute lessons were conducted, four mornings per week, with the exception of the Learning From Home period. After ten months of intensive intervention students improved their fluency and gained up to 22 months growth with an average growth of twelve months. This success was celebrated at an end of year graduation ceremony. <p>5) The application of professional learning to quality practice. This included using the Quality Teaching of Framework element of substantive communication to create lessons, and use the National Literacy Progressions to identify and track achievement through Consistent Teacher Judgement.</p>
<p>Socio-economic background</p>	<p>Resource Allocation Model</p> <p>Flexible Funding</p> <p>\$22 094</p>	<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.</p> <p>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>

Socio-economic background	Resource Allocation Model Flexible Funding \$22 094	<p>The money was used to top up parent contributions which were used to purchase on subscriptions for Online Learning platforms which were used during the Learning From Home Period.</p> <p>The money was also used to purchase school uniforms. for students from a low socio-economic status background.</p>
Support for beginning teachers		<p>Mentoring structures and collaborative practices supported beginning teachers, with each teacher being allocated a mentor, an Assistant Principal or a Lead Teacher. Beginning teachers were provided with additional Release from Face to Face teaching (RFF) to support them with planning, programming and reporting. Beginning teachers also worked closely with a QTSS (Quality Teachers, Successful Students) Instructional Leader to improve their practice and improve student outcomes.</p> <p>Accreditation meetings were conducted to discuss the NSW Education Standards Authority (NESA) requirements for accreditation, and to assist in the preparation of 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. All teachers use professional standards and Personal Development Plans (PDP's) to identify and monitor specific areas for development and continual improvement.</p> <p>Quality Teaching Rounds (QTR) were embedded across the school with beginning teachers participating in observation hubs where observers coded a lesson and reflected on best practice. This process was used to collect data in association with 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 capacity including:</p> <ul style="list-style-type: none"> - What works best in quality teaching - Writing concise Student Reports - Engaging students through effective behaviour support strategies

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	222	259	251	252
Girls	220	235	230	219

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	95.2	93.8	92.9
1	95.7	95.3	92.7	91
2	93.2	95	94.5	91
3	95.4	95.3	95.6	92.5
4	94.6	94.1	92.7	93.9
5	94.7	95.2	95.8	94.1
6	92.5	93.5	94.5	93
All Years	94.3	94.8	94.2	92.6
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

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)	18.76
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.2
School Administration and Support Staff	6.78
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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	309,951
Revenue	4,998,231
Appropriation	4,704,890
Sale of Goods and Services	2,601
Grants and contributions	289,792
Investment income	448
Other revenue	500
Expenses	-5,295,015
Employee related	-4,752,218
Operating expenses	-542,797
Surplus / deficit for the year	-296,784
Closing Balance	13,168

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.

	2020 Approved SBA (\$)
Targeted Total	159,686
Equity Total	236,027
Equity - Aboriginal	6,612
Equity - Socio-economic	22,094
Equity - Language	89,598
Equity - Disability	117,724
Base Total	3,856,471
Base - Per Capita	119,406
Base - Location	0
Base - Other	3,737,066
Other Total	321,764
Grand Total	4,573,948

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 to access the school data.

2020 NAPLAN

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.

NAPLAN Reading

An analysis of NAPLAN Reading data (2016-2018) shows a desirable downward trajectory of students exiting the Bottom Bands for Year 3 & Year 5. However, Year 5 showed some fluctuation with an undesirable increase of students in the Bottom Bands in 2017.

The Middle Bands for Year 3 & Year 5 are of some concern. Whilst Year 3 shows a downward trajectory, this has fluctuated over the years, with an increase in 2017. Year 5 shows an undesirable increasing trajectory of students in the Middle Bands.

Both Year 3 & Year 5 show a desirable upward trajectory of students in the Top Bands. However, this shows some fluctuation with an undesirable downward trajectory for Year 3 in 2017, and for Year 5 in 2018. At 69.06%, the 2022 Agreed Upper Bound target (64.70%) of total students in the Top Bands has been achieved.

At 73.53%, school has achieved the DoE Agreed Upper Bound target of 70.80% for Expected Growth in Literacy.

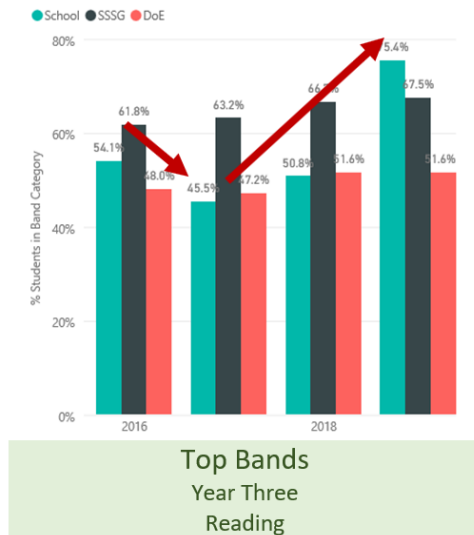
NAPLAN Numeracy

An analysis of NAPLAN Numeracy data (2016-2018) shows a desirable downward trajectory of students exiting the Bottom Bands for Year 3 & Year 5. However, Year 5 showed some fluctuation with an undesirable increase of students in the Bottom Bands in 2017.

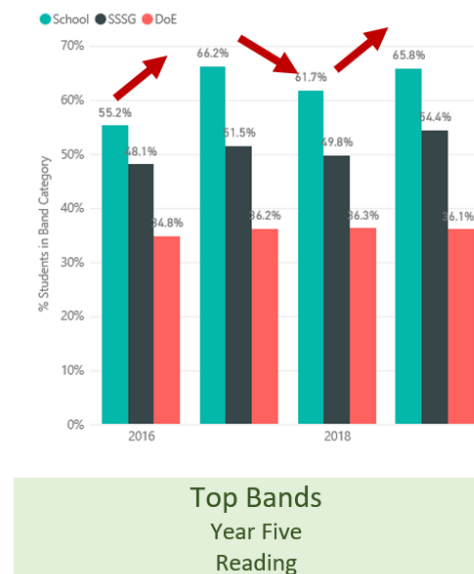
The Middle Bands for Year 3 & Year 5 are of some concern. Whilst Year 3 shows an undesirable downward trajectory, this has fluctuated over the years, with an increase in 2018. Year 5 shows an undesirable increasing trajectory of students in the Middle Bands.

Both Year 3 & Year 5 show a desirable upward trajectory of students in the Top Bands. However, this shows some fluctuation with an undesirable downward trajectory for both grades in 2018. The 2022 Agreed Upper Bound target (59.20%) of total students in the Top Bands has been achieved.

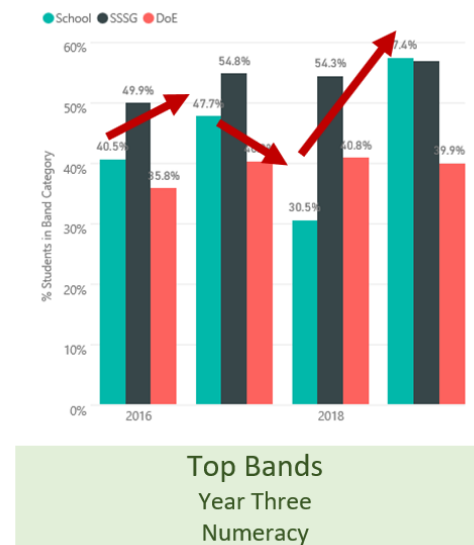
At 61.76%, school is well below the DoE Agreed Upper Bound target of 71.60% for expected growth in Numeracy.



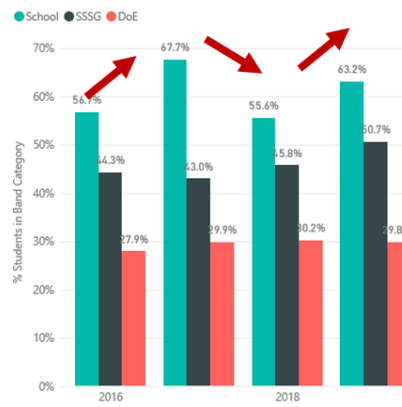
Year 3 shows a desirable upward trajectory of students in the Top Bands of Reading.



With some fluctuation, Year 5 shows a desirable upward trajectory of students in the Top Bands of Reading.



With some fluctuation, Year 3 shows a desirable upward trajectory of students in the Top Bands of Numeracy.



Top Bands Year Five Numeracy

With some fluctuation, Year 5 shows a desirable upward trajectory of students in the Top Bands of 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 2020 and 23rd October 2020. There were 127 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 (7.6) NSW Government Mean (7.4)

I feel welcome when I visit the school: 8.0

I can easily speak with my child's teachers: 7.7

Teachers listen to concerns I have: 7.7

I can easily speak with the school principal: 8.3

PARENTS ARE INFORMED

School Mean (6.8) NSW Government Mean (6.6)

I am well informed about my child's progress in school subjects: 6.6

If there were concerns with my child's behaviour at school, the teacher would inform me immediately: 7.6

I am informed about opportunities concerning my child's future: 6.4

I am informed about my child's social and emotional development: 6.1

PARENTS SUPPORT LEARNING AT HOME

School Mean (6.5) NSW Government Mean (6.3)

Discuss how well your child is doing in his or her classes: 5.8

Ask about any challenges your child might have at school: 6.0

Encourage your child to do well at school: 7.4

Praise your child for doing well at school: 7.4

SCHOOL SUPPORTS LEARNING

School Mean (6.9) NSW Government Mean (7.3)

Teachers have high expectations for my child to succeed. 6.7

Teachers show an interest in my child's learning. 7.3

My child is encouraged to do his or her best work. 7.5

Teachers take account of my child's needs, abilities, and interests. 7.0

SCHOOL SUPPORTS POSITIVE BEHAVIOUR

School Mean (7.6) NSW Government Mean (7.7)

Teachers expect my child to pay attention in class: 7.6

Teachers maintain control of their classes: 7.2

My child is clear about the rules for school behaviour: 8.0

Teachers devote their time to extra-curricular activities: 7.1

SAFETY AT SCHOOL

School Mean (7.8) NSW Government Mean (7.4)

Behaviour issues are dealt with in a timely manner: 7.3

My child feels safe at school: 8.0

My child feels safe going to and from school: 8.1

The school helps prevent bullying: 7.6

INCLUSIVE SCHOOL

School Mean (7.3) NSW Government Mean (6.7)

Teachers help students who need extra support: 7.5

Teachers try to understand the learning needs of students with special needs: 7.3

School staff take an active role in making sure all students are included in school activities: 7.5

Teachers help students develop positive friendships: 7.4

TEACHER SURVEY

A teacher survey, Focus on Learning by the NSW CESE Project, was made available to teachers at Ashfield Public School between 26th August 2020 and 20th October 2020. There were 15 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 (7.7) NSW Government Mean (7.1)

School leaders have helped me establish challenging and visible learning goals for students: 7.4

School leaders have helped me create new learning opportunities for students: 8.2

School leaders have helped me improve my teaching: 7.8

School leaders have provided guidance for monitoring student progress: 8.6

COLLABORATION

School Mean (8.4) NSW Government Norm (7.8)

I work with other teachers in developing cross-curricular or common learning opportunities: 8.2

I talk with other teachers about strategies that increase student engagement: 8.3

Other teachers have shared their learning goals for students with me: 8.3

Teachers in our school share their lesson plans and other materials with me: 8.8

LEARNING CULTURE

School Mean (8.3) NSW Government Norm (8.0)

I give students written feedback on their work: 7.9

Students become fully engaged in class activities: 8.1

I am effective in working with students who have behavioural problems: 8.2

I set high expectations for student learning: 8.8

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: 7.9

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: 8.1

TEACHING STRATEGIES

School Mean (8.4) NSW Government Mean (7.9)

I help students set challenging learning goals: 8.5

My students are very clear about what they are expected to learn: 8.3

Students receive feedback on their work that brings them closer to achieving their goals: 8.3

I discuss with students ways of seeking help that will increase learning: 8.6

TECHNOLOGY

School Mean (7.8) NSW Government Mean (6.7)

I use computers or other interactive technology to give students immediate feedback on their learning: 7.6

Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter: 7.8

I help students use computers or other interactive technology to undertake research: 8.1

I work with students to identify a challenging learning goal relevant to the use of interactive technology: 7.2

INCLUSIVE SCHOOL

School Mean (8.4) NSW Government Mean (8.2)

I am regularly available to help students with special learning needs: 8.5

I strive to understand the learning needs of students with special learning needs: 8.5

I make an effort to include students with special learning needs in class activities: 8.6

I use individual education plans to set goals for students with special learning needs: 8.3

PARENT INVOLVEMENT

School Mean (7.6) NSW Government Mean (6.8)

I share students' learning goals with their parents. 7.9

I use strategies to engage parents in their child's learning. 7.8

Parents understand the expectations for students in my class. 8.1

Parents are regularly informed about their child's progress. 7.9

STUDENT SURVEY

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

Snapshot One: 1st June 2020 and 12th June 2020 (191 students)

Snapshot Two: 31st Aug 2020 and 2nd September 2020 (192 students)

The number of students by year level is:

Year 4: Snapshot One (56) Snapshot Two (54)

Year 5: Snapshot One (68) Snapshot Two (67)

Year 6: Snapshot One (67) Snapshot Two (71)

STUDENT PARTICIPATION IN SCHOOL SPORTS

Snapshot One

69% of students had a high rate of participation in sport.

Snapshot Two

81% of students had a high rate of participation in sport.

The NSW Government norm is 83%

STUDENT PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES

Snapshot One

66% of students had a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.

Snapshot Two

74% of students had a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.

The NSW Government norm is 55%

STUDENT WITH A POSITIVE SENSE OF SELF BELONGING

Snapshot One

73% of students feel accepted and valued by their peers and by others at their school.

Snapshot Two

65% 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

79% of students have friends at school they can trust and who encourage them to make positive choices.

Snapshot Two

81% 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

92% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Snapshot Two

87% 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

56% of students do homework for their classes with a positive attitude and in a timely manner.

Snapshot Two

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

The NSW Government norm is 63%

STUDENTS WITH POSITIVE BEHAVIOUR AT SCHOOL

Snapshot One

95% of students that do not get in trouble at school for disruptive or inappropriate behaviour.

Snapshot Two

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

The NSW Government norm is 83%

STUDENTS WHO ARE INTERESTED OR MOTIVATED

Snapshot One

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

Snapshot Two

75% of students are interested and motivated in their learning.

The NSW Government norm is 78%

EFFORT

Snapshot One

84% 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

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

The NSW Government norm is 8.2

RELEVANCE

Snapshot One

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

Snapshot Two

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

The NSW Government norm is 7.9

STUDENTS WHO ARE VICTIMS OF BULLYING

Snapshot One

12% of students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.

Snapshot Two

21% 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

7.0 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

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

Snapshot Two

7.7 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

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

Snapshot Two

6.4 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.

Ashfield Public School raises awareness of racism and discrimination through its wellbeing system. Our No Go Tell Strategy, which is communicated to the school via posters and reinforced by teachers, encourages students to report unacceptable behaviours.

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.

On Friday 20th March, a whole school assembly focused on the National Day of Action against Bullying and Violence and aimed to help students understand and recognise what bullying is, how to report it, and where to get help.

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.

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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.

On Friday 20th March, a whole school assembly focused on the National Day of Action against Bullying and Violence and aimed to help students understand and recognise what bullying is, how to report it, and where to get help.

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 AFRIKAANS (1), AKAN (1), ARABIC (8), BENGALI (12), BULGARIAN (1), CANTONESE (15), CHINESE OTHER (8), DUTCH (1), FILIPINO (6), FRENCH (6), GERMAN (3), GREEK (4), GUJARATI (3), HAZARAGHI (1), HINDI (10), HUNGARIAN (3), ILOKANO (1), INDONESIAN (9), IRANIC OTHER (1), ITALIAN (3), JAPANESE (8), KANNADA (3), KONKANI (1), KOREAN (3), MACEDONIAN (1), MALAY (1), MALAYALAM (7), MANDARIN (75), MAORI COOK ISLAND (1), MARATHI (2), MONGOLIAN (1), NEPALI (24), PERSIAN EXCLUDING DARI (1), PORTUGUESE (5), PUNJABI (3), SERBIAN (1), SERBO CROATIAN YUGOSLAVIAN (1), SPANISH (15), SWEDISH (1), TAGALOG (21), TAMIL (8), TELUGU (14), THAI (12), TONGAN (1), TURKISH (7), URDU (2), VIETNAMESE (26).

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 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 2020 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 Stirr Up Gallery, Marrickville and published in the Department of Education Calendar for Cultural Diversity 2021. 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 celebrate intercultural understanding, and cultural, linguistic and religious diversity.