2021 Annual Report

Ashfield Public School

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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2021 commenced with the return of many events and activities that had been cancelled in 2020, including the Year Five Camp to Berry, our Athletics Carnival, Walkathon and Cross Country. The year also commenced with parent/teacher meetings where a newly introduced Data Card helped parents to understand expected growth for their child in Literacy and Numeracy. Things were busy and plans were under way for a whole school dance showcase with a date booked at the Seymour Centre.

The global COVID-19 pandemic significantly impacted upon our personal lives and our school operations when in June, a fifteen-week lockdown was imposed. There were, mandatory vaccinations and mask wearing, restricted access to the school site, and the cancellation of events and activities.

Throughout this time of uncertainty, anxiety and restrictions, Ashfield Public School continued to deliver high quality educational opportunities for every child, with commitment and determination. Our school responded quickly to the stay-at-home health orders with strong systems for remote learning that supported our community to stay connected, and our students to be engaged.

Throughout the disruption we maintained a daily routine of morning lines and fortnightly assemblies, with a focus on wellbeing and on students earning school awards, medals and trophies for their achievements. We maintained a consistent daily work schedule for Literacy and Numeracy with activities that were highly interactive and enabled students to work independently. Our special projects enabled students to expand their knowledge and understanding in a hands-on, creative way. Our online discos, sports and learning sessions, and daily Enews updates helped everyone to stay motivated and connected.

When learning returned to school site, teachers were still wearing masks and using an outdoor staffroom to eat lunch. There are different gates and playgrounds as we separate different grade levels and keep an ongoing focus on good hygiene practices for everyone. With the school community unable to congregate in the Hall, morning lines remained online and were watched each day from the classrooms. Parent access to the school site remained restricted, and all adults checked in via a COVID QR code.

In short, 2021 was indeed unique and demanding as we responded to the challenges of living with the COVID-19 pandemic.

To our students then, in this time of challenge, I commend you as a generation who have shown adaptability as young learners. Throughout three months of learning from home, you developed skills for independent learning as you were separated from your teachers and required to manage online learning. You showed positivity and resilience as Zoom classes replaced socialising with friends and the familiar routine of your classroom. You returned to school site full of energy and excitement to succeed - it was good to be back.

To our parents, I thank you for your ongoing support of our school. As a P&C you actively seek ways to help improve our school through fundraising, grants and commitment. During the COVID shutdown some of you dealt with the loss of

employment or worked from home. All of you turned your homes into school rooms. Each day you motivated and supported your children to engage with the routine of Learning from Home.

To all our teachers, I thank you for being responsive and innovative during a time of significant educational change. During the Learning from Home period you transformed programs into interactive lessons with videos and animation, and you learned new technology skills to connect with students. Through diligent and ongoing professional learning and collaboration, you are reshaping your pedagogy and adapting to new ways of doing things.

To all Students Learning Support Officers, I thank you for capably supporting students with special learning needs to access their learning and achieve. As a team you are admired for your positivity, your dedication and care. You guide our students to develop confidence and self-worth as capable individuals.

To the school's Administration Staff, I thank you for your efficiency and service to support the smooth running of the school. The mailouts during Learning from Home that you organised enabled our students to receive letters and awards that were very appreciated.

2021 came to an end with ongoing restrictions and modifications to our school days. While we remained uncertain, we maintained high confidence in our school as resilient and well-prepared to respond and adapt to the changing circumstances of COVID-19, with a firm focus on supporting the wellbeing, engagement and learning of our students.

It is therefore a sincere thank you to everyone for our shared support and positivity throughout 2021. As the community of Ashfield Public School we are strong and united.

Damien Moran

Principal

Message from the school community

After a year hugely impacted by COVID 19 the P and C were quietly optimistic that this year we could get back to normal and have more opportunities for reconnecting as a community.

Sadly that was not to be this year, but what we were able to achieve throughout another year impacted by a pandemic was amazing, and a testament to the dedication and commitment of many people in our school community.

The first achievement I want to acknowledge is a whole term of school from home. This was a challenge that was new for us and I'm glad to say from this end of the lockdown that we made it. The enormous effort the teachers, under Mr Moran's leadership, made to ensure our children were engaged, interested and educated is recognized and I thank you all for the extra work you put in again this year to get us all through it.

We managed to squeeze in one community event at the start of the year, a movie night, held at Wests Ashfield that was very well attended even though we were limited by gathering restrictions. It was a great event and we even managed to raise just over $2000.

Our Sponsorship and Grants committee applied for an Active Australia Innovation Challenge Grant from the Heart Foundation. The grant was being used to construct a traversing wall in the school in June. Unfortunately, we were again impacted by the lockdown however this project is due to continue, and we hope next year we will have a shiny new traversing wall in the main outdoor space.

Following the success of the movie night the events committee started planning the trivia night and silent auction which was due to be our big fundraiser this year. Plans were for this to be held in the Ashfield Boys High School Hall in August. The events committee did an excellent job pivoting to a virtual event and in the midst of the lockdown. The trivia night was a welcome date on the calendar for many. Even in a pandemic lockdown, this event raised approval $15000 all of which is put aside to help cool the school- specifically B block classrooms.

I want to sincerely thank the executive who have engaged in open discussions, quick decision making and planning ahead as a team. Without a group of interested parents, the P&C can't meet its aims.

I also want to thank all the members of our subcommittees, some of which unfortunately couldn't be as active as hoped this year but had members at the ready.

Ana-Luisa Franco

Ashfield Public School

P&C President for 2021

School vision

It is the vision of Ashfield Public School to create the conditions for every student to learn and be successful. It is an expectation at our school that all students will develop foundation skills in literacy and numeracy, with strong content knowledge, and the ability to learn, adapt and be responsible and motivated citizens.

School context

Through the application of the School Excellence Framework (SEF) Australian Professional Standards for Teachers, Ashfield Public School provides high-quality educational opportunities for every child. Located in the Inner West of Sydney, and with an enrolment of 470 students, including 75% students from a non-English speaking backgrounds, the school celebrates a rich cultural diversity.

School leadership prioritises teacher professional learning and collaboration to improve classroom practice. A research-based approach and the analysis of data support student achievement and progress in Literacy and Numeracy across all Key Learning Areas.

A whole school approach to wellbeing supports each student to connect, thrive and succeed in a safe and nurturing environment. Inclusive and evidenced-based systems and procedures enable resources to be applied equitably so that students who are in mainstream classes, the Support Unit and the Opportunity Class program can feel known, valued and cared for, and can successfully engage in their education.

Collaboration with parents and the wider community is facilitated via proactive communication to enhance learning outcomes.

Strategic Direction 1: Student growth and attainment (PROGRESS)

The NSW Department of Education has set mandatory targets for student achievement in NAPLAN Reading and Numeracy. To attain these targets, Ashfield Public School will use regular and purposeful **whole school assessment** (SEF: Data Analysis & Instructional Leadership) and **student data cards** (SEF: Student Growth) as the basis of a collaborative decision-making process about expected growth and next steps for teaching student cohorts and individual students. Carefully selected small-group and one-to-one **interventions** (SEF: Summative Assessment) will complement high quality teaching.

Strategic Direction 2: Professional Learning (TEACHER TRAINING)

Led by instructional leaders, a cycle of coherent and continuous professional learning through **quality teaching rounds** (SEF: Collaborative practice & feedback) and **teaching sprints** (SEF: Professional learning) will improve every teacher's ability to engage in a differentiated teaching practice that meets the specific learning needs of students across the full range of abilities for ongoing progress and achievement. **General Capability Continuums** (SEF: Lesson Planning) will be used to describe the skills, understandings and capabilities that students typically acquire as their proficiency increases in a particular aspect of the curriculum over time.

Strategic Direction 3: Quality Teaching Practices (SHARED BELIEFS AND UNDERSTANDINGS)

Teachers will collaboratively evaluate how adjustments to **programs** (SEF: Teaching & learning programs), that are the result of professional learning and the analysis of data, impact on student progress and achievement. **Team teaching and collaborative classrooms** (SEF: Expertise & innovation) will maximise the opportunities to challenge all students through the efficient use of resources (staff time and expertise). All teachers will understand and explicitly teach **Literacy and Numeracy** (SEF: Literacy & numeracy focus) to engage students at all levels of achievement, in all subject areas, with success measured by improved student progress and achievement data.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2021 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	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Learning

Learning Culture

Ashfield Public School continues to be a self-reflective educational environment, strongly focused on learning and ongoing performance improvement.

At the beginning of 2021, the Term One Parent/Teacher Interview provided the opportunity to improve parents' understanding of expected growth in literacy and numeracy.

Under the guidance of the class teacher, the Term One Parent/Teacher Interview enabled parents to identify their child's Reading Age, Writing band, and benchmark levels in the 3 strands of Mathematics. Collaboratively, the class teacher and parents set goals for future learning and growth, with the high expectation for the learning progress and achievement of all students. It is expected that improved parent understanding of expected growth will positively impact on learning outcomes.

Term 3 of the school year set a new precedent for learning from home with an extended COVID-19 lockdown requiring

the majority of students to learn from home for ten weeks. During this learning from home period, Ashfield Public School maintained its high commitment to the pursuit of excellence. Lessons for all students were delivered online with daily class check ins, small group lessons and interactive activities. Online sport and high interest projects kept our students motivated to deliver their best during this time.

Wellbeing

The 10 Wellbeing Choices were given a refresh for 2021, with the new school logo branding new look posters to be displayed in classrooms and around the school. Seven success criteria accompany each Wellbeing Choice to create a shared understanding of the expectations for each choice. The Wellbeing Choices continue to be a very important aspect of our school that keep students motivated and feeling valued. They are managed via a certificate, medal and trophy system, which are presented to students at daily morning lines.

During the Term 3 lockdown when onsite learning was not possible, wellbeing was prioritised as the school sought to keep our teachers, students and their families connected and succeeding. Each day, communication via School Enews provided the community with a daily timetable and hyperlinks to join the daily Zoom morning lines, and to join daily Zoom lessons such as library, maths, fitness and Science. Every three weeks students received a posted envelope from the school which contained the school newsletter and a letter from their class teachers. The majority of teachers worked from home and received a care package which was posted to them.

Curriculum

In Term 3, Stage 3 trialled the writing of two programs for Science & Technology.

One program was adjusted for learners with special needs and students working at or below minimum proficiency. This program had an emphasis on developing knowledge and skills though explicit instruction of literacy. One program was adjusted for learners requiring extension and students identified as gifted learners. This program had an emphasis on engaging students who had the capacity to learn at faster rates and make connections and manipulate abstract ideas. Both programs used the Stage 3 outcomes. The purpose of writing and implementing two programs was to better support the learning needs of our Stage 3 students.

The During the period of Learning from Home, the use of the Chilli Rating system supported students to engage in learning appropriate to their ability level. Each day in Literacy and Numeracy there were extra spicy activities for high performing students, spicy activities for students requiring extension, mild activities for students at minimum proficiency, and extra mild activities for students with special learning needs. The Chilli System enabled students to access learning at their level so as to maximise their engagement, motivation and success.

Assessment

The school continues to use a Whole School Assessment Schedule to analyse student progress and achievement data from years K to 6 in literacy and numeracy. Interventions, including a reading intervention run by volunteers from the Bill Crews and literacy interventions run through the COVID Intensive Learning Support Program, enabled the school to respond to trends in student achievement at an individual and group level.

A Term One parent/teacher interview provided the opportunity for parents to develop their understanding of the assessment approaches used by the school to track student growth. A Google Parent Survey showed most respondents strongly agreeing that the parent/teacher interview provided information on their child's current level of achievement in Literacy and Numeracy, and information on next steps and goals.

The Writing Band Tool was used across the school in all classes to understand the writing level of students in relation to the NAPLAN bands. All students wrote a text which was marked by teachers, who then compared the results of their class with other teachers in a process called Consistent Teacher Judgement (CTJ). This process of CTJ relies on a common understanding of the NAPLAN criteria for assessing student writing.

Reporting

The 2020 enhancement of School Reports to include a student's Writing Band, Reading Age and Essential Assessment numeracy assessments on what has been understood and misunderstood, have become a valuable way to create a shared understanding of growth for teachers and parents.

The school has increased its effectiveness to analyse the Writing Band, Reading Age and Essential Assessment data to make decisions about how to support student learning. This has included the enrolment of students into interventions such as the Bill Crews Reading program and the COVID Intensive Learning Support Program.

Student Performance Measures

Ashfield Public School experienced an exceptional year with NAPLAN results showing that expected growth was above

Statistically Similar Schools Group (SSSG) and across the state:

Reading (77.5% Ashfield) (67.7% SSSG) (63.4% State) *Writing* (90% Ashfield) (64.9% SSSG) (58.2% State) *Spelling* (72.5% Ashfield) (62.5% SSSG) (59.4% State) *Grammar & Punctuation* (71.3% Ashfield) (62% SSSG) (57.9% State) *Numeracy* (86.3% Ashfield) (66% SSSG) (57.4% State)

The Whole School Assessment Schedule continues to enable the school to identify what growth is expected for each student and when students are achieving higher than expected growth. This also enables the school to identify when students are not making expected growth and use school resources to address learning needs and close learning gaps.

Teaching

Effective Classroom Practice

The school trialled the adjustments of the Stage Three Geography program to engage students at their levels of readiness and identified need. The first program was written for students identified with special needs through to working towards minimum proficiency. The second program was written for students working at, or beyond minimum proficiency through to high performing. Both programs address the same outcomes. Using two different programs to teach one Key Learning Area enabled resources and activities to be prepared and used that supported students at their ability level to successfully learn.

Fortnightly Stage planning meetings continue to provide the opportunity for teachers to share strategies, resources and activities for successful learning. Class timetables enable planned teaching times so that all students can engage in productive learning, including taking advantage of small group interventions for students with identified need.

Data Skills and Use

The school continued to use a Whole School Assessment Schedule to collect data in literacy and numeracy which enables the identification of students working below, at, and above minimum proficiency. The school increased its capacity to analyse this data and effectively respond by creating programs and lesson sequences that meet identified student need.

Data from the Whole School Assessment Schedule gives the school confidence to make decisions such as investing in InitiaLit, an evidence-based whole-class literacy program to be implemented in Kindergarten, Year One and Year Two in 2022. Other decisions based on the use of whole school data have included the allocation of teachers to run learning interventions.

Professional Standards

The Australian Professional Standards are the basis for professional learning at Ashfield Public School. Focuses for 2021 included professional learning that developed teachers content knowledge of First Nations perspectives, how to make accommodations and adjustments to programs, explicitly teaching phonics and how to conduct an effective parent teacher interview.

A focus on literacy and numeracy focus is an important aspect of professional standards and a reference point for whole school reflection and improvement. As part of a literacy focus, the leadership team reviewed the teaching of phonics in Kindergarten, Year One and Year Two. A decision was made change the Soundwaves spelling program to and Initial Lit program. This was about providing a more comprehensive and consistent approach to the teaching of phonics through reading and writing in the lower primary.

Learning and Development

The Australian Professional Standards for Teachers continued to inform meaningful professional learning and development and positively impact on quality teaching. In 2021 professional learning included:

1) Developing knowledge and understanding of First Nations song lines, which pass on cultural knowledge and understanding that connect people to country. This professional learning increased teachers' ability to embed First Nations perspectives into Key Learning Areas.

2) Using an Individual Education Plan (IEP) to document the accommodations and adjustments that support improved learning in literacy and numeracy. This professional learning increased teachers' understanding of how to make supplementary, substantial and extensive changes to programs and lessons that account for the social/emotional, physical and cognitive abilities of students.

3) Identifying gaps in student phonological knowledge, and how to address these gaps through systematic and explicit phonics teaching. This professional learning improved teachers' ability to design programs and lessons to develop students' phonic awareness, knowledge and word recognition and successfully read increasingly complex texts.

4) Understanding and participating in assessment moderation activities to support consistent and comparable judgements of student learning that inform the writing of the Student Report. This professional learning improved teachers' capacity to work collaboratively to analyse and evaluate student work.

5) Identifying expected growth for each student and creating learning opportunities for them to achieve higher than expected growth. This professional learning improved teachers' ability to use data to identify areas of students' weakness and respond to this data by planning and implementing lessons.

Supporting professional learning and development were Quality Teaching Rounds which facilitated professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. Quality Teaching Rounds also supported ongoing, school-wide improvement in teaching practice and student results.

Leading

Educational Leadership

The leadership team consists of the principal and six Assistant Principals. The leadership team is responsible for identifying and responding to student needs through the allocation of staff and resources.

As part of maintaining a high-performance culture, the leadership team meets regularly to plan and review initiatives that improve student outcomes. The team discusses the impact of school-wide programs that support students with additional needs. The team also analyses data and discusses curriculum delivery arrangements that address identified learning gaps and how to accelerate high performing students.

In 2021 educational leadership evaluated the effectiveness of school programs, curriculum priorities, classroom processes, school facilities and the school culture and made changes and improvements as necessary. For example, Learning Support Meetings and WHS Meetings were reduced from 45 minute to 30 minute to half hour time slots, with a focus on increasing the efficiency of discussions and effective decision making that occurs in the meetings.

Other decisions included:

1) moving the RFF program to Creative Arts, to be taught by a teacher with specialised training

2) investing in the Initialit program to strengthen phonics instruction and the teaching of reading and writing.

3) expanding the Interventions to engage more students in small group learning sessions.

School Planning, Implementation and Reporting

The School Plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The School Plan was used to closely monitor the three strategic directions against targets and milestones. By using the School Plan, focus was given to tracking student achievement and developing teacher capacity to overcome specific challenges and take advantage of opportunities in terms of measurable improvements.

The School Plan guided the allocation of teachers to run Interventions, an initiative which was about using available teaching time in a way that would the increase impact on student progress. The School Plan also supported the use of the highly effective Whole School Assessment Schedule and Data Card which enabled the school to keep its focus on student growth and measurable attainment.

The Annual Report continued to be an excellent evaluative tool to reflect on the school-wide processes to support teachers in their implementation of effective teaching.

School Resources

Throughout the year, the school applied its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students.

Allocation of funds went to a range of projects and initiatives including:

1) installation of an intercom and keypad on the Murrell Street gate to support safety for the out of school care and other community groups.

2) employment of teacher, four days a week, for the COVID intensive learning support program.

3) engagement of an Assistant Principal, Curriculum Instruction, for three days a week.

4) purchase of Initialit Resources to inform the explicit teaching of phonics from Kindergarten to Year Two

5) employment of Student Learning Support Officers to support the engagement and learning of students who experience a disability, and to teach small groups of students in areas of identified need.

Management Practices and Processes

The administration team played a significant role to support the smooth running of the school during the Term 3 Learning From Home period. This included managing a regular postal mail-out to students with School Awards, letters from teachers, and the school newsletter. The impact was enabling a continuity of school systems. during a challenging time.

Remote learning was also supported with the provision of Internet access via data cards purchased through school funds, and the loaning of school laptops. Regular communication via School Enews connected parents and students with the daily school routine including morning lines, fortnightly assembly, daily fitness, Friday sport and online lessons.

The administration team also managed the mandatory QR scanning for access to the school site, and submitted required daily attendance data to the DoE.

Strategic Direction 1: Student growth and attainment

Purpose

Achieve
expected growth in Literacy and Numeracy for all students, with targeted use of
school resources to meet the learning needs of equity groups.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic
Improvement Plan and the achievement of system-negotiated and school-determined targets.

- 1.1 Whole School Assessment Schedule
- 1.2 Data Card
- 1.3 Learning Interventions

Resources allocated to this strategic direction

Integration funding support: $100,000.00
Socio-economic background: $20,794.00
English language proficiency: $26,522.00
Literacy and numeracy intervention: $84,650.00
Literacy and numeracy: $1,000.00

Summary of progress

Ashfield Public School has improved its use of a Whole School Assessment Schedule to support the rigorous collection
of data at points in time across the academic year. The Whole School Assessment Schedule includes standardised tests
that are used to provide measures of growth for all students across all the years of school. Data is collected for
Numeracy and Literacy in the areas of Number & Algebra, Measurement & Geometry, and Statistics & Probability,
Writing Band and Reading Age. More effective analysis of this data has enabled the school to consider the overall
performance in Literacy and Numeracy and increase understanding of improvement over time. Data analysis also
enables the school to identify student cohorts and individual students who have not attained expected growth.

Ashfield Public School developed the use of the Data Card, an initiative introduced in 2020. In Term One, a
parent/teacher meeting provided the opportunity for a detailed discussion about student growth. At the meeting the Data
Card was used to focus teachers and parents on collaboratively setting challenging and achievable next steps in literacy
and numeracy. For class teachers the information on the Data Card was used to understand student achievement in
relation to an equity group.

In 2021, Ashfield Public School increased its capacity to respond to data by further developing the Intervention model.
This involved organising teachers to deliver small group daily sessions across a number of weeks so as to remediate
gaps in Literacy and Numeracy for students identified by ongoing data collection. The success of the interventions was
measured by pre-, mid- and post- assessments and results were plotted on the Literacy and Numeracy Progression via
PLAN 2. The COVID Intensive Learning Support Program (CILSP) also successfully used the Intervention Model to apply
DoE funding and improve student outcomes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure,
aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress
measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
1.1 Students achieving expected growth in NAPLAN (Upper bound DoE negotiated target) 74% of students achieving expected growth in NAPLAN Reading 64% of students achieving expected growth in NAPLAN Numeracy	The Assessment Schedule included Essential Assessment, a tool that provides comparative information in Numeracy as students move from one academic year to the next. Essential Assessment data from 2020 to 2021 indicated that there was a dip in achievement for the Year 2, 4 & 6 cohorts, with a high percentage of students achieving below expected growth. The data also showed that there was increased achievement for Years 1, 3, 5 & 6 with a higher percentage of students achieving expected or above expected growth.

1.1 Students achieving expected growth in NAPLAN (Upper bound DoE negotiated target) 74% of students achieving expected growth in NAPLAN Reading 64% of students achieving expected growth in NAPLAN Numeracy	The Assessment Schedule included the Check-In Assessment which was administered to students from Years 3 to 6, in Term 4 2021. The results for this assessment showed overall achievement in relation to the State and to a Statistically Similar School Group (SSSG): **Year 3:** Above state in Reading and Numeracy, below SSSG in both **Year 4:** Above state in Reading and Numeracy, above SSSG in Reading, below SSSG in Numeracy **Year 5:** Above state and SSSG in Reading and Numeracy **Year 6:** Above state and SSSG in Reading and Numeracy The Assessment Schedule also shows that current achievement in **expected growth** NAPLAN is working towards the 2022 Reading target with 74.5% achieving in the 2 Bands (Target 75%), and exceeding the 2022 Numeracy target with 84% achieving in the Top 2 Bands (Target 76%).
1.2 Students achieving in the Top 2 Bands NAPLAN (Upper bound DoE negotiated target) 65% of students achieving in the Top 2 Bands NAPLAN Reading 62% of students achieving in the Top 2 Bands NAPLAN Numeracy	Each student was given a Data Card to record baseline data for Numeracy and Literacy in the areas of Number & Algebra, Measurement & Geometry, and Statistics & Probability, Writing Band and Reading Age. Individual parent/teacher meetings provided an opportunity to inform parents of researched-based practices in data collection and create a shared understanding of monitoring student growth and attainment. Feedback from a parent survey indicated that most parents strongly agreed that the interviews provided clarity and a shared understanding of the current level of achievement in Literacy & Numeracy, and next steps and goals. Using the Data Card to strengthen the partnership between teachers and parents is about supporting parents to improve their understanding of student learning and ultimately strengthen student outcomes. Current achievement in NAPLAN is working towards the 2022 target, with 70% achieving in the Top 2 Bands Reading (Target 75%), and 64% achieving in the Top 2 Bands Numeracy (Target 70%). The Data Card has also helped teachers to identify potential barriers for growth across different equity groups: Low/Negative Growth, Medium Growth, High Performing, EAL/D & Disability. Working in Stage Teams, teachers used the Data Card to facilitate discussions about student achievement, and to develop strategies and initiatives that could help overcome the identified barriers and meet the needs of students from all equity groups. The Data Card has therefore been an important tool for developing a professional culture of self-evaluation and reflection to inform classroom and school-level decisions including interventions and initiatives. Feedback from a teacher survey indicated that most teachers strongly agreed that Data Cards improved their overall ability to identify barriers affecting student growth and attainment, and consistently identify students across all equity groups who required interventions.
1.3 Students achieving higher than expected growth in Reading Age (RA) Kindergarten 43% (RA 6) Year One 43% (RA 7.05) Year Two 38% (RA 9.05) Year Three 42% (RA 10.05) Year Four 40% (RA 11.05) Year Five 56% (RA 12.05) Year Six 60% (RA 13.05)	The Intervention model was trialled in Term One, for Years 1 & 2 in Literacy and Numeracy. These interventions occurred daily during morning lines and provided the opportunity for teachers to work intensively with small groups. Data shows the high impact of daily interventions with 100% of students achieving expected or beyond expected growth. A teacher was employed for the Department of Education's COVID intensive learning support program (CILSP), 4 days a week to deliver daily Literacy and Numeracy interventions for students not meeting minimum proficiency. Data shows the success of the CILSP with 80% of targeted students achieving expected or beyond expected growth. Interventions were also run by specialist teachers for High Performing, EALD, and to develop personal and social capacity of students who have been identified by the Learning & Support Team. Progress for these students has been tracked on progressions and continuums.

1.3 Students achieving higher than expected growth in Reading Age (RA) Kindergarten 43% (RA 6) Year One 43% (RA 7.05) Year Two 38% (RA 9.05) Year Three 42% (RA 10.05) Year Four 40% (RA 11.05) Year Five 56% (RA 12.05) Year Six 60% (RA 13.05)	As part of Professional Learning, in Term 4, all teachers ran an intervention targeting student's phonological awareness. The impact of this professional learning was an increased capacity for teachers to embed the necessary collaborative practice that enables strategic timetabling for the delivery of interventions. One measure to understand the positive impact of the interventions on student achievement was the Reading Age. 2020 data shows Students achieving higher than expected growth in Reading Age (RA) Kindergarten 50% (RA 6.6) Year One 50% (RA 7.05) Year Two 50% (RA 8.03) Year Three 42% (RA 9.09) Year Four 50% (RA 10.06) Year Five 62% (RA 11.06) Year Six 66% (RA 13)

Strategic Direction 2: Professional Learning

Purpose

Improve quality teaching practices through continuous professional learning which focuses on enhancing the progress and achievement of every student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- 2.1 Teaching Sprints
- 2.2 Quality Teaching Rounds
- 2.3 General Caability Continuums

Resources allocated to this strategic direction

Professional learning: $31,969.00
QTSS release: $94,403.00
Integration funding support: $99,383.00

Summary of progress

Teaching Sprints continued to facilitate an action-research approach to Professional Learning, with effectiveness measured by Student Outcomes. The Teaching Sprint process required analysing student data to define a highly specific area of learning to improve. Working collaboratively, teachers designed and implemented evidence-informed teaching strategies. Teachers collected evidence and used the Literacy and Numeracy Progressions to check their impact to lift student outcomes. There were four Teaching Sprints in 2021.

Quality Teaching Rounds supported teachers to consider what quality teaching looks like in the classroom with a shared language for the analysis and improvement of teaching practice. At a Stage level collaborative conversations were about encouraging analysis and improvement of teaching practice.

The Personal and Social Capability Continuum was used to identify specific aspects of student knowledge, understanding and skills, and to precisely show next steps for learning. The continuum was used at Parent/Teacher interviews to build partnership with parents and develop mutual responsibility for their children's' success at school. Feedback showed that parents valued using the continuum to understand their child's achievement and collaboratively plan areas for growth

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
2.1 Students achieving higher than expected growth in Number & Algebra Kindergarten 50% (>100%) Year One 77% (>50%) Year Two 77% (>100) Year Three 77% (>50%) Year Four 78% (>100%) Year Five 82% (>50%) Year Six 82% (>100%)	Three Teaching Sprints guided an action research approach to Professional Learning, with teachers applying evidence-based strategies to improve teaching practice as measured by improved student outcomes. In Term One, a Teaching Sprint on Implementing an effective phonics program enabled teachers to develop their understanding of the Literacy Progressions and the elements of a successful phonics program. Teacher discussion focused on how to identify gaps in student phonological knowledge, and how to address the gaps through systematic and explicit phonics teaching. The impact of this Teaching Sprint was improved teaching strategies to develop student ability to apply phonics when reading and writing (spelling). Student growth was measured using pre- and post-assessment data. In Term Two, a Teaching Sprint on Embedding Numeracy into Art was in response to data that identified critical thinking in Measurement & Geometry as an area for improvement. The impact of this Teaching Sprint was that

2.1 Students achieving higher than expected growth in Number & Algebra Kindergarten 50% (>100%) Year One 77% (>50%) Year Two 77% (>100) Year Three 77% (>50%) Year Four 78% (>100%) Year Five 82% (>50%) Year Six 82% (>100%)	teachers increased their capacity to successfully embed working mathematically skills into Visual Art (Making and Appreciating). Student growth was evident with students using improved mathematical terminology to present their final art work. In Term Three, a Teaching Sprint on Developing accessible and interactive online learning tasks was in response to the Learning From Home period. The impact of this Teaching Sprint was that teachers increased their ability to create short and sharp learning tasks that supported students with a range of abilities to experience Three Teaching Sprints guided an action research approach to Professional Learning, with teachers applying evidence-based strategies to improve teaching practice as measured by improved student outcomes. In Term One, a Teaching Sprint on Implementing an effective phonics program enabled teachers to develop their understanding of the Literacy Progressions and the elements of a successful phonics program. Teacher discussion focused on how to identify gaps in student phonological knowledge, and how to address the gaps through systematic and explicit phonics teaching. The impact of this Teaching Sprint was improved teaching strategies to develop student ability to apply phonics when reading and writing (spelling). Student growth was measured using pre- and post-assessment data. In Term Two, a Teaching Sprint on Embedding Numeracy into Art was in response to data that identified critical thinking in Measurement & Geometry as an area for improvement. The impact of this Teaching Sprint was that teachers increased their capacity to successfully embed working mathematically skills into Visual Art (Making and Appreciating). Student growth was evident with students using improved mathematical terminology to present their final art work. In Term Three, a Teaching Sprint on Developing accessible and interactive online learning tasks was in response to the Learning From Home period. The impact of this Teaching Sprint was that teachers increased their ability to create short and sharp learning tasks that supported students with a range of abilities to experience success. Feedback from the parent and students indicated that the majority of learners successfully engaged with daily Literacy and Numeracy tasks. In Term Four, a Teaching Sprint on the use of Decodable Texts to develop phonic knowledge and word recognition was in response to requirements of the new K-2 English syllabus. Teachers used phonic screening tools to identify low or negative growth students and areas of need. Teachers ran small group interventions (K-6) to understand the impact of Decodable Texts on student growth and attainment. Students achieving higher than expected growth in Number & Algebra Kindergarten 65% (>100%) Year One 84% (>50%) Year Two 84% (>100) Year Three 84% (>50%) Year Four 84% (>100%) Year Five 86% (>50%) Year Six 66% (>100%)
2.2 Students achieving higher than expected growth in Measurement & Geometry	The Professional Learning budget provisioned for Quality Teaching Rounds (QTR) to release teachers from face-to-face teacher and form teams for professional dialogue and observations regarding quality teaching practices. In Term One Professional Learning was provided to revisit the Quality

Kindergarten 50% (>100%) Year One 82% (>50%) Year Two 82% (>100) Year Three 82% (>50%) Year Four 82% (>100%) Year Five 82% (>50%) Year Six 82% (>100%)	Teaching Framework with a focus on Deep Knowledge and Deep Understanding in the context of planning and teaching lessons. An Assistant Principal coordinated the initiative and assigned teachers with different skill sets and experience to collaborate as a team. The CESE What Works Best Reflection Toolkit supported the identification of a particular area of improvement teachers including Explicit Teaching, Feedback and Assessment and provided information that helped to form the teams. The aim was for lessons to be incorporate the area of improvement and to be peer observed. After each lesson, the Quality Teaching Framework was to be used to code teaching practice in the elements of intellectual quality, quality learning environment and significance. Due to COVID-19, the QTR's have been postponed for Term One (Literacy) and Term Three (Numeracy) of 2022. However, teaching discussions at Stage meetings focused on Explicit Teaching, Feedback and Assessment, particularly when creating online activities during the Learning From Home period. The collection of data to support the QTR's included data for higher-than-expected growth in Measurement & Geometry. In 2021 this included Kindergarten 65% (>100%) Year One 88% (>50%) Year Two 88% (>100) Year Three 88% (>50%) Year Four 88% (>100%) Year Five 88% (>50%) Year Six 68% (>100%)
2.3 Students achieving higher than expected growth in Space & Probability (NA) Kindergarten 50% (>100%) Year One 86% (>50%) Year Two 86% (>100) Year Three 93% (>50%) Year Four 93% (>100%) Year Five 86% (>50%) Year Six 86% (>100%)	he ACARA General Capability Continuums describe a sequence of knowledge, skills, behaviours and dispositions from K-10 in Literacy, Numeracy, ITC, critical thinking and ethical & social understanding. The Personal and Social Capability Continuum was trialled at Parent/Teacher interviews to facilitate a dialogue of knowing students and how they learn. By referring to the continuum teachers explained to parents the students' level of self- and social- management, and self- and social-awareness. The continuum created a shared understanding and made it easier to identify next steps in student's personal and social development. It was particularly useful at review meetings for students experiencing disability whereby the language of the continuum focused the conversation on student strength and ability. Professional Learning on the Critical and Creative Thinking Continuum provided the opportunity for a small team of teachers to reflect on the school's capacity to engage students as critical and creative thinkers, who can apply knowledge and understanding. This Professional Learning reinforced current practices to embed critical and creative thinking into rich tasks across all KLA's with achievement measure by the A-E common grade scale. Achievement on the General Capability Continuums will be compared with Essential Assessment data for higher than expected growth in Space & Probability. 2021 shows that students achieving higher than expected growth in Space & Probability Kindergarten 65% (>100%) Year One 90% (>50%) Year Two 90% (>100)

2.3 Students achieving higher than expected growth in Space & Probability (NA)	Year Three 96% (>50%)
Kindergarten 50% (>100%)	Year Four 96% (>100%)
Year One 86% (>50%)	Year Five 96% (>50%)
Year Two 86% (>100)	Year Six 92% (>100%)
Year Three 93% (>50%)	
Year Four 93% (>100%)	
Year Five 86% (>50%)	
Year Six 86% (>100%)	

Strategic Direction 3: Quality Teaching Practices

Purpose

Support all students
to achieve substantial growth through collaborative and evidence-based teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- 3.1 Adjustment of Programs
- 3.2 Team Teaching & Collaborative Classrooms
- 3.3 Embedded Literacy and Numeracy across KLA's

Resources allocated to this strategic direction

Aboriginal background: $5,976.00
Low level adjustment for disability: $119,638.00
Literacy and numeracy intervention: $11,710.00

Summary of progress

n Term 3, Stage 3 Geography was adjusted with two programs written to engage students working towards minimum proficiency, and students working at or beyond minimum proficiency. Also in Term 3, content for online learning was adjusted into four differentiated levels using a Chilli Rating System: Extra Spicy (ES), Spicy (S), Mild (M) and Extra Mild (EM).

The Chilli Rating system also improved team teaching by creating a shared understanding of differentiation. Team teaching also focused on building capacity for the assessment and moderation activities to make consistent and comparable judgements of student learning. This enabled teachers to better identify where a student is at in their learning and plan for next steps.

Collaborative Classrooms involved a Support Unit class and a Mainstream class coming together as one class group, with students learning side-by-side to learn in an inclusive, supportive environment to improve outcomes across all Key Learning Areas.

In Term Two Professional Learning provided teachers with the opportunity to create resources and activities for students to pose and solve problems and reason in Measurement and Geometry, within an Art topic

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
3.1 Students achieving expected growth in Writing Band (WB) Kindergarten 56% (WB 2) Year One 60% (WB 3) Year Two 64% (WB 4) Year Three 40% (WB 5) Year Four 62% (WB 6) Year Five 62% (WB 7) Year Six 56% (WB 8)	In Term 3, the Stage 3 Geography program was adjusted into two programs with changes in content to engage students at different levels of ability. The first program was written for Target Group One: students working towards minimum proficiency including students with disability, or at a beginning level of English proficiency. The second program was written for Target Group Two: students working at or beyond minimum proficiency including high performing students. Stage teams were to deliver an adjusted program to a target group. Learning From Home required the Geography program to be modified to suit an online learning platform. Students in the target groups accessed Geography tasks at four levels of differentiation: Extra Mild (for students experiencing disability or other learning needs), Mild (for students working towards minimum proficiency), Spicy (for students working beyond minimum proficiency), and Extra Spicy (for high performing students).

3.1 Students achieving expected growth in Writing Band (WB) Kindergarten 56% (WB 2) Year One 60% (WB 3) Year Two 64% (WB 4) Year Three 40% (WB 5) Year Four 62% (WB 6) Year Five 62% (WB 7) Year Six 56% (WB 8)	The four levels of adjustment were used by all teachers to prepare online activities in all Key Learning Areas during Learning From Home. The successful impact of the four levels of adjustment was measured through high student engagement and positive parent feedback. The successful impact was also measured via expected student growth in Writing Band (WB) Kindergarten (WB 2) **2024 Target** 56% **2021 Actual** 74% Year One (WB 3) **2024 Target** 60% **2021 Actual** 10% Year Two (WB 4) **2024 Target** 64% **2021 Actual** 15% Year Three (WB 5) **2024 Target** 40% **2021 Actual** 19% Year Four (WB 6) **2024 Target** 62% **2021 Actual** 15% Year Five (WB 7) **2024 Target** 62% **2021 Actual** 39% Year Six (WB 8) **2024 Target** 56% **2021 Actual** 7%
3.2 Portion of students:: Attendance target: attending school >80% of the time Wellbeing target: portion of students reporting expectation for success, advocacy and sense of belonging at school 80%	The Chilli Rating System supported team teaching by creating a shared understanding of differentiation by allowing teachers to target different equity groups throughout the teaching and learning cycle. Professional learning developed the capacity of teachers to use the Chilli Rating System which has four levels of differentiation: Extra Spicy (ES), Spicy (S), Mild (M) & Extra Mild (EM) as part of effective team teaching. These four levels of differentiation supported all students, including high-achieving students and students experiencing disability, to be appropriately engaged, challenged and extended. They enabled teachers to design curriculum activities to meet students' learning needs. Information about the four levels was published to the school community to create a shared understanding that ES = Gifted & Talented, S = Working beyond minimum proficiency, M = Working towards minimum proficiency, EM = Students with special needs including students who experience disability. As part of team teaching, Stages met each term to analyse and evaluate students writing samples as part of a Consistent Teacher Judgement (CTJ) moderation process. Teachers made decisions about the student's level of achievement against the NAPLAN descriptors. CTJ has improved professional dialogue for teachers to understand student growth and attainment, and plan next steps for future teaching. The evolution of Collaborative Classes involved a Support Unit class and a Mainstream class combining as a class group. Research into the outcomes of inclusive education for social development has found that inclusion results in a more positive sense of self-worth for students who do and do not experience disability. Students educated in inclusive settings have an increased sense of belonging and an increased likelihood to be part of a school group. For students who do and do not experience disability, inclusive education has been shown to result in more advanced social skills. The Personal and Social Capability continuum was introduced as a tool to measure wellbeing as a baseline for improving student outcomes. The continuum was successfully trialled in parent/teacher interviews to establish a shared language and understanding of wellbeing and to identify student strengths and areas for development. Effectively using the continuum K-6 is still in the early stages. The 2021 Tell Them From Me Student surveys measured the 82.91% of students reporting expectation for success, advocacy and sense of belonging at school. The Personal and Social Capability Continuum is being used to develop Attendance Plans to support students make choices to maintain regular attendance. Overall attendance for 2021 was at 85.55%.

3.3 Percentage of students who feel challenged in their English and Maths classes and feel confident of their skills in these subjects. 42% percentage of students feel they have high skills and have high challenge SNAPSHOT ONE 44% percentage of students feel they have high skills and have high challenge SNAPSHOT TWO	Check In Assessment Data 2020 indicated Measurement and Geometry (identifies and describes features of shapes and objects) as an area where Year 3 under-performed. This became the focus of a Teaching Sprint, with teachers developing geometrical knowledge about shapes and objects through the Key Learning Area (KLA) of Art. The impact of this Teaching Sprint was a series of lessons that improved the explicit teaching of Numeracy in another KLA. There was evidence of the increased use of mathematical terminology by students to discuss their artworks. 2021 indicated the challenge to authentically teach Literacy and Numeracy content across other KLA's. To address this challenge more effective and rigorous data analysis is required to identify areas where Literacy and Numeracy can be embedded in another KLA. When these areas are identified, pre- and post- tests can be integrated into programs to measure the impact of these programs on student growth attainment. The 2021 Tell Them From Me student surveys measured the success of embedding Literacy and Numeracy into other KLA's. 42% of students reported in Survey One that they feel challenged in their English and Maths classes and feel confident of their skills in these subjects. This rose to 44% in Survey Two.

Ashfield Public School 1065 (2021)

Funding sources	Impact achieved this year
Integration funding support $199,383.00	Integration funding support (IFS) allocations support eligible students at Ashfield Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • 1.1 Whole School Assessment Schedule • 2.3 General Caability Continuums **Overview of activities partially or fully funded with this targeted funding include:** • Training Student Learning Support Officers (SLSO's) to build their capacity to work collaboratively with classroom teachers and engage students who experience disability. • Upscaling small group learning opportunities by training SLSO's to teach specific skills to students that address learning deficits which have been identified by data. These small groups occur within the classroom during whole class learning sessions. **The allocation of this funding has resulted in:** Increasing the competence of SLSO's, who now have greater ability to support students who experience disabilities. Providing equal opportunities for students who experience disabilities to actively participate in and contribute to all areas of learning. Increasing the school's capacity to deploy staff in ways that address the learning needs of all students in the school. Providing more adults who can teach students specific skills that positively impact student learning outcomes. **After evaluation, the next steps to support our students with this funding will be:** Improving the use of data to measure the impact of small group learning on student progress and achievement. Continuing to develop the capacity of SLSO's to lead small group learning, with professional learning opportunities to improve the ability to engage students and provide effective instruction.
Socio-economic background $20,794.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Ashfield Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • 1.2 Data Card **Overview of activities partially or fully funded with this equity loading include:** • Topping up parent contributions used for subscriptions to Online Learning platforms which were used during the Learning From Home Period. • Funding individual students to attend excursion and school camps. • Purchasing: - Internet cards to provide Internet access during the Learning from Home period - school uniforms - lunches from the canteen **The allocation of this funding has resulted in:** Supporting families and students who were experiencing issues or potential

Socio-economic background $20,794.00	educational disadvantage because of circumstances including socio-economic background.
	After evaluation, the next steps to support our students with this funding will be: Using the Learning Support Team meeting as a time to identify and resolve issues that are impacting on the engagement, learning and success of students. Budgeting money to support students whose families have financial difficulties with barriers to their participation in school activities including camp, and excursions.
Aboriginal background $5,976.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ashfield Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • 3.1 Adjustment of Programs **Overview of activities partially or fully funded with this equity loading include:** • Commencing daily morning lines and fortnightly assembly with an Acknowledgement of Country which has been written to include our school context. • Displaying the First Nation flags on the school flagpoles and during the singing of the Australian National Anthem at every assembly. • Supporting families through the continued COVID-19 restrictions by keeping the school open and First Nation families supported to send their children during restricted periods. • Supporting First Nations students with a weekly Yarning Session, with students meeting an identified staff member who provided advice, support, and assistance. • Writing Individual Personal Leaning Pathway's (PLP) with class teachers and the parents of the students working together on social, emotional, personal goals, literacy, and numeracy goals. • Focusing on the wellbeing and learning of First Nations students during lock down by supplying personal requirements including food for lunches and school uniforms. • Monitoring the attendance for First Nation students and the school collaborating with families to support regular attendance. • Participating in workshops to understand the significance of Acknowledgement of Country. **The allocation of this funding has resulted in:** Enriching the whole school culture where First Nations students and families feel welcome, valued, appreciated, understood and that they belong. Allocating a teacher to support First Nations students has increased our school's capacity to support learning and engagement and take advantage of a range of opportunities including excursions and initiatives. Using the Personal Learning Pathway (PDP) has enabled the school to track the areas of improvement and growth identified by data and to document the specific support being provided in literacy and numeracy. **After evaluation, the next steps to support our students with this funding will be:** Continuing to focus on achieving individual growth in literacy and numeracy. Engaging an external organisation - Koomurri - for a day of culture celebration, to coincide with NAIDOC week.

Aboriginal background $5,976.00	Continuing to profile First Nations culture through signage, ceremony, curriculum activities and event.
English language proficiency $26,522.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Ashfield Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • 1.3 Learning Interventions **Overview of activities partially or fully funded with this equity loading include:** • Running weekly withdrawal groups for students in the Beginning and Emerging phases, which were taught by a specialist EAL/D Teacher. • Running Zoom English and Maths lessons for EAL/D students during Learning from Home. • Enhancing EAL/D support by providing teachers with High Impact Professional Learning which involved teachers completing an EAL/D survey, and EAL/D Teachers supporting class teachers to identify the capability of EAL/D students on the EAL/D progressions. • Supporting students in the Developing and Consolidating phases within the classroom program. • Differentiating online lessons for EAL/D students which were uploaded onto Seesaw, an online learning platform and each lesson could be identified as Extra Mild (Learning Support), Mild (Working towards minimum proficiency), Spicy (Working beyond minimum proficiency) and Extra Spicy (Gifted & Talented and High Performing). **The allocation of this funding has resulted in:** Running small group lessons via Zoom enabled EAL/D students to connect with a teacher and was an effective way to engage students for success during Learning From Home. Providing EAL/d students with specific instruction during Learning From Home on targeted areas in Reading and Writing enabled progress for EAL/D students to measured via a range of assessments including the Writing Band Tool and the PM Benchmark. Using the online platform, Seesaw, during Learning From Home enabled multiple teachers to give feedback on lessons including EAL/D teachers providing specific support and encouragement for EAL/D students. Using the Chilli system during remote learning increased independence with EAL/D students feeling more confident to choose and work through a lesson at their level. Providing professional learning on EAL/D education increased teacher understanding of the EAL/D progressions and provided the opportunity for rich discussion. Professional conversations about EAL/D provided the opportunity for EAL/D teachers to provide feedback on the needs of individual students and the implications for successful programming and quality teaching within a whole class context. **After evaluation, the next steps to support our students with this funding will be:** Upscaling the positive impact of small group instruction, with a designated time each day for all Stage 2 & 3 teachers to be released from whole class instruction. This will increase the amount of time that the school can allocate to small group instruction and increase the school's effectiveness to support student growth in literacy and numeracy. Making improvements for reporting on EAL/D students, with the ESL scales used to show student progress. This will increase parent understanding of

English language proficiency $26,522.00	student progress and was an important aspect of accountability for supporting EAL/D students
Low level adjustment for disability $119,638.00	Low level adjustment for disability equity loading provides support for students at Ashfield Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • 3.2 Team Teaching & Collaborative Classrooms **Overview of activities partially or fully funded with this equity loading include:** • Employing Student Learning Support Officers (SLSO's) to increase the school's capacity to support students with disability to access the school curriculum alongside their peers. • Engaging students who experience disability in a one-on-one in an online setting during the Learning From Home Period that focused on wellbeing and the development of literacy and numeracy skills. • Increasing teacher capacity for collaborative practice to engage students across a range of abilities, including students with special needs and students who experience disability. **The allocation of this funding has resulted in:** Enabling students with disability to be engaged along side their classmates. Increasing teacher capacity to work in teams and facilitate inclusive learning in classrooms. Improving parent satisfaction with parents of students who experience disability feeling supported by the school because of the online lessons. Connecting students to their teacher during Learning From Home and successfully engaging them in appropriate activities. Increasing teacher confidence and ability to provide programs and learning experiences that engage students according to their ability. **After evaluation, the next steps to support our students with this funding will be:** Developing the capacity of SLSO's to deliver literacy and numeracy programs in small group settings within classrooms, working alongside the class teacher. Continuing to support students in collaborative class settings across the school, with many opportunities to learn and engage with students of all abilities. Remaining committed to the collaborative model with teachers and SLSO's working as teams to provide inclusive and innovative learning opportunities that are differentiated across all abilities.
Professional learning $31,969.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ashfield Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • 2.1 Teaching Sprints **Overview of activities partially or fully funded with this initiative funding include:** • Implementing Teaching Sprints each term which focused on a range of

| Professional learning

$31,969.00	professional learning needs which were identified by circumstances and data. These sprints continued across each term and included: - developing effective differentiated lesson for delivery via online platforms during remote learning. - embedding numeracy in art, with a focus on applying knowledge and understanding as measured via an A-E common grade scale. - using phonics assessment to measure student achievement and plan for subsequent lessons. • Monitoring the completion of mandatory WHS training for all staff for competency in children protection, emergency & first aid procedures, and to meet DoE policy requirements. **The allocation of this funding has resulted in:** Improving teachers confidence to engage students throughout the learning from home period with increased capability to deliver Zoom lessons and create differentiated resources. Improving teacher understanding of creating differentiated assessments that teachers to measure student achievement in critical thinking. Improving teacher competence to understand and follow the policies and procedures of the DoE that protect young people and keep them safe. **After evaluation, the next steps to support our students with this funding will be:** Separating into professional learning cohorts - K-2, and 3-6 to provide opportunities for targeted professional learning which is differentiated according to student need and the expectations of the new K-2 Literacy and Numeracy syllabus. Increasing teacher' ability to use PLAN2 data and track progress of all equity groups across an academic year. Continuing to maintain a rigorous cycle of mandatory professional learning to support child wellbeing and safety.
Literacy and numeracy

$1,000.00 | The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ashfield Public School from Kindergarten to Year 6.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • 1.3 Learning Interventions

Overview of activities partially or fully funded with this initiative funding include:
 • Subscribing to online programs to support literacy and numeracy
 • Training for teachers to support and improve quality teaching for literacy and numeracy.
 • Purchasing literacy and numeracy programs and resources, to support teaching, learning and assessment
 • Employing an additional Learning and Support teacher to teach intervention programs.
 • Purchasing literacy resources including quality picture books for guided and shared instruction.

The allocation of this funding has resulted in:
Improving the consistent approach and delivery of phonics instruction by introducing Initialit, with Kindergarten teachers participating in training.

Purchasing Intialit resources which increased the school's teaching resources kits to support the successful implementation of the Initialit program.

Implementing learning Interventions which enabled specific areas of literacy and numeracy to be focused on with data showing that achievement gaps were being narrowed, and high performing students being extended. |

| Literacy and numeracy

$1,000.00 | Participating in the Accelerated Adopter School Program which provided the opportunity to engage with the new K-2 Literacy and Numeracy syllabuses within a supporting network of advisors and other schools.

Developing online literacy and numeracy resources, and delivering online literacy and numeracy lessons during the Term 3 learning from home period which enabled students to successfully engage in differentiated learning with a continuity of learning.

After evaluation, the next steps to support our students with this funding will be:
Ongoing famliarisation and implementation of the new K-2 English and Mathematics syllabuses and support materials from Term 1, 2022.

Expanding the Intervention program, with an allocated time each day for the delivery of small group instruction in literacy and numeracy. Data will be used to measure the impact of the Interventions on the learning goals of individual students.

Differentiating the Science program with two programs for each Stage. Each Science Program will have an embedded literacy focus. Program One will accommodate students with special learning needs through to below minimum proficiency. Program Two will engage students working beyond minimum proficiency to high performing. |
|---|---|
| QTSS release

$94,403.00 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ashfield Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • 2.2 Quality Teaching Rounds

Overview of activities partially or fully funded with this initiative funding include:
 • Supporting teachers seeking accreditation at Proficient level. This involved regular meetings with the teachers to organise the collection and annotation of evidence for accreditation. Discussion focused on Professional Knowledge, Professional Practice and Professional Engagement.
 • Analysing whole school data to understanding patterns of achievement across grade levels, within equity groups and for individual students. This included analysis of Writing, Reading and Numeracy data to track student growth and achievement across time.
 • Developing classroom practice through Instructional leadership. This involved working with teachers and using the What Works Best toolkit to reflect on classroom practice and identify areas of strength and areas for development.

The allocation of this funding has resulted in:
Teachers obtaining accreditation at Proficient level and developing a deeper knowledge and understanding of the elements of professional learning, practice and engagement that underpin quality teaching.

Using data to form intervention groups across all grades and equity groups in the areas of Literacy and Numeracy. The data provided benchmarks from which to measure the impact of the interventions and track student growth.

Improving teacherr ability to use high expectations, data, explicit teaching and feedback to create impactful and differentiated programs and lesson in Literacy and Numeracy.

After evaluation, the next steps to support our students with this funding will be:
Supporting teachers to achieve mandatory Maintenance of Accreditation by providing high impact professional development and facilitating profession dialogue relating to the teaching standards. |

QTSS release $94,403.00	Developing the effective use of data to broaden the efficiency and impact of interventions to target identified student need, for students working towards minimum proficiency and high performing students. Continuing to use the What Works Best toolkit in the development of quality teaching and learning programs for the new K-2 English and Mathematics syllabus.
Literacy and numeracy intervention $96,360.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ashfield Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • 1.3 Learning Interventions • 3.3 Embedded Literacy and Numeracy across KLA's **Overview of activities partially or fully funded with this initiative funding include:** • Allocating specialist teachers to create and deliver Literacy and Numeracy interventions for students (K-6) who are identified as high performing and working towards minimum proficiency. • Using data from the Whole School Assessment schedule to select students. • Monitoring student growth with an Assistant Principal leading professional conversations at Stage meetings. **The allocation of this funding has resulted in:** Providing opportunities for targeted learning has helped students to better engage with whole class instruction to complete learning activities. Providing small group learning has provided opportunities for students identified as high performing to extended in the area of critical and creative thinking in Literacy and Numeracy, which can be applied to other Key Learning Areas. **After evaluation, the next steps to support our students with this funding will be:** Continuing to provide small group, targeted learning for students identified by data as working towards minimum proficiency, or as high performing. Continuing to use the Whole School Assessment schedule to gather baseline data and understand the impact of the interventions on student growth.
COVID ILSP $39,825.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Running small group daily to remediate student learning, in medium, low and negative growth equity groups for Literacy and Numeracy across Years K-6. There were five daily interventions, and each intervention included up to six students who were selected using data from the Whole School Assessment Schedule. • Mapping and tracking COVID ILSP interventions via PLAN2 (Planning Literacy And Numeracy) to understand student growth of students participating in the COVID ILSP program.

| COVID ILSP

$39,825.00 | **The allocation of this funding has resulted in:**
Narrowing the learning gap for students identified as being at risk by engaging them in small group quality teaching instruction.

Enriching professional conversations with the COVID ILSP teacher making a significant contribution by providing class teachers with detailed information about student ability and how to make appropriate differentiation to achieve targeted learning.

After evaluation, the next steps to support our students with this funding will be:
Continuing the COVID ISLP intensive intervention program in Literacy and Numeracy (K-6) for students identified as being at risk.

Continuing the use of PLAN2 to track student achievement.

Continuing the use of the Literacy and Numeracy progressions to understand the impact of the interventions on student outcomes.

Embedding PLAN2 in effective whole school reporting processes and procedures to support clarity and transparency. |

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	259	251	252	256
Girls	235	230	219	225

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	95.2	93.8	92.9	94
1	95.3	92.7	91	94.2
2	95	94.5	91	92.8
3	95.3	95.6	92.5	94.4
4	94.1	92.7	93.9	93.2
5	95.2	95.8	94.1	96.2
6	93.5	94.5	93	93.6
All Years	94.8	94.2	92.6	94.2
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	18.69
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	13,168
Revenue	5,214,677
Appropriation	4,902,233
Sale of Goods and Services	2,027
Grants and contributions	308,527
Investment income	107
Other revenue	1,784
Expenses	-4,998,156
Employee related	-4,468,630
Operating expenses	-529,527
Surplus / deficit for the year	216,521
Closing Balance	229,689

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	152,399
Equity Total	224,929
Equity - Aboriginal	5,976
Equity - Socio-economic	22,794
Equity - Language	76,521
Equity - Disability	119,638
Base Total	3,905,470
Base - Per Capita	119,713
Base - Location	0
Base - Other	3,785,756
Other Total	347,419
Grand Total	4,630,217

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.
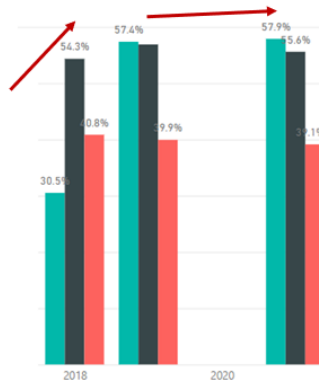
An analysis of NAPLAN Reading data (2018-2020) shows an undesirable increase of Year 3 students in the Bottom Bands, and a undesirable decrease of Year 3 students from the Top Bands. There was a desirable decrease to only 1.2% of Year 5 students in the Bottom Bands and a desirable increase of over 12% or Year 5 students into the Top Bands.

An analysis of NAPLAN Writing data (2018-2020) shows no Year 3 students in the Bottom Bands for 2020. There was, however, an undesirable decrease of Year 3 students in the Top Bands. There was a desirable decrease of Year 5 students in the Bottom Bands and an increase of over 25% of Year 5 students in the Top Bands.

An analysis of NAPLAN Numeracy data (2018-2020) shows an undesirable increase of Year 3 students in the Bottom bands, with the percentage of students in the Top Bands remaining the same from 2019-2020. There were no Year 5 students in the Bottom Bands for 2020, and a desirable increase of Year 5 students in the Top Bands.
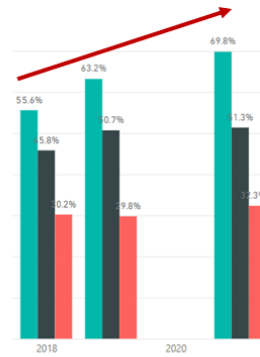

**Top Bands
Year 3
Reading**

**Top Bands
Year 5
Reading**

**Top Bands
Year 3
Numeracy**
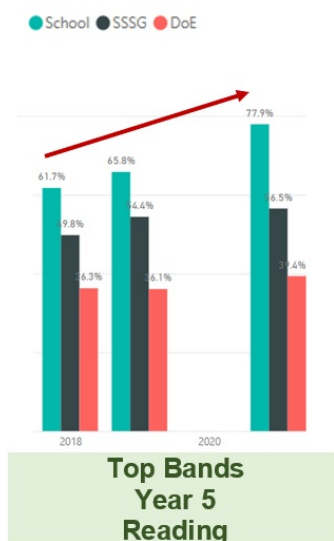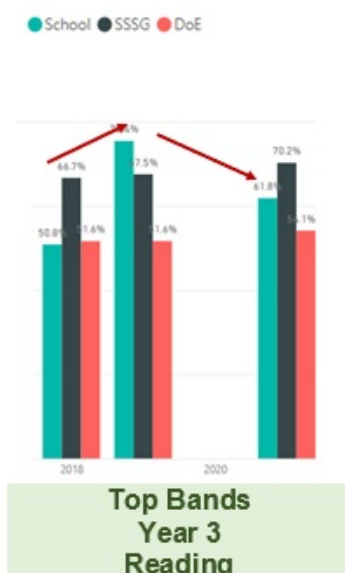
● School ● SSSG ● DoE

**Top Bands
Year 5
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 31st October 2021 and 26th November 2021.There were 97 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 (7.9) NSW Government Mean (7.4)

I feel welcome when I visit the school: 8.1

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

Teachers listen to concerns I have: 7.9

I can easily speak with the school principal: 8.7

PARENTS ARE INFORMED

School Mean (7.0) NSW Government Mean (6.6)

Reports on my child's progress are written in terms I understand: 6.6

If there were concerns with my child's behaviour at school, the teacher would inform me immediately: 7.9

I am well informed about my child's progress in school subjects: 6.9

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

PARENTS SUPPORT LEARNING AT HOME

School Mean (6.7) NSW Government Mean (6.3)

Discuss how well your child is doing in his or her classes: 5.9

Ask about any challenges your child might have at school: 5.8

Encourage your child to do well at school: 7.5

Praise your child for doing well at school: 7.9

SCHOOL SUPPORTS LEARNING

School Mean (7.2) NSW Government Mean (7.3)

Teachers have high expectations for my child to succeed. 6.9

Teachers show an interest in my child's learning. 7.7

My child is encouraged to do his or her best work. 7.7

Teachers take account of my child's needs, abilities, and interests. 7.5

SCHOOL SUPPORTS POSITIVE BEHAVIOUR

School Mean (7.7) NSW Government Mean (7.7)

Teachers expect my child to pay attention in class: 7.7

Teachers maintain control of their classes: 7.3

My child is clear about the rules for school behaviour: 8.6

Teachers devote their time to extra-curricular activities: 7.3

SAFETY AT SCHOOL

School Mean (8.0) NSW Government Mean (7.4)

Behaviour issues are dealt with in a timely manner: 7.3

My child feels safe at school: 8.5

My child feels safe going to and from school: 8.3

The school helps prevent bullying: 7.8

INCLUSIVE SCHOOL

School Mean (7.5) NSW Government Mean (6.7)

Teachers help students who need extra support: 7.7

Teachers try to understand the learning needs of students with special needs: 7.4

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

Teachers help students develop positive friendships: 7.5

TEACHER SURVEY

A teacher survey, Focus on Learning by the NSW CESE Project, was made available to teachers at Ashfield Public School between 1st November 2021 and 3rd November 2021. There were 11 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 (7.2) NSW Government Mean (7.1)

School leaders have helped me establish challenging and visible learning goals for students: 6.9

School leaders have helped me create new learning opportunities for students: 7.3

School leaders have helped me improve my teaching: 7.8

School leaders have provided guidance for monitoring student progress: 7.7

COLLABORATION

School Mean (7.9) NSW Government Norm (7.8)

I work with other teachers in developing cross-curricular or common learning opportunities: 7.3

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

Other teachers have shared their learning goals for students with me: 7.9

Teachers in our school share their lesson plans and other materials with me: 8.5

LEARNING CULTURE

School Mean (8.1) NSW Government Norm (8.0)

I give students written feedback on their work: 8.1

Students become fully engaged in class activities: 7.7

I am effective in working with students who have behavioural problems: 7.7

I set high expectations for student learning: 8.5

DATA INFORMS PRACTICE

School Mean (7.5) NSW Government Norm (7.8)

My assessments help me understand where students are having difficulty: 7.1

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

I use results from formal assessment tasks to inform my lesson planning: 7.5

I give students feedback on how to improve their performance on formal assessment tasks: 8.1

TEACHING STRATEGIES

School Mean (7.9) NSW Government Mean (7.9)

I help students set challenging learning goals: 7.1

My students are very clear about what they are expected to learn: 7.3

Students receive feedback on their work that brings them closer to achieving their goals: 8.1

I discuss with students ways of seeking help that will increase learning: 8.5

TECHNOLOGY

School Mean (7.4) NSW Government Mean (6.9)

I use computers or other interactive technology to give students immediate feedback on their learning: 8.2

Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter: 7.3

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

I work with students to identify a challenging learning goal relevant to the use of interactive technology: 8.8

INCLUSIVE SCHOOL

School Mean (8.2) NSW Government Mean (8.2)

I am regularly available to help students with special learning needs: 7.9

I strive to understand the learning needs of students with special learning needs: 8.6

I make an effort to include students with special learning needs in class activities: 8.8

I use individual education plans to set goals for students with special learning needs: 7.9

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: 22nd March 2021 and 31st March 2021 (223 students)

Snapshot Two: 8th November 2021 and 2nd 11th November 2022 (203 students)

The number of students by year level is:

Year 4: Snapshot One (61) Snapshot Two (50)

Year 5: Snapshot One (85) Snapshot Two (84)

Year 6: Snapshot One (77) Snapshot Two (69)

Snapshot Two was completed after an extended lockdown where students learned at home for the duration of Term 3.

STUDENT PARTICIPATION IN SCHOOL SPORTS

Snapshot One

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

Snapshot Two

75% of students had a high rate of participation in sport.

The NSW Government norm is 83%

STUDENT PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES

Snapshot One

86% of students had a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.

Snapshot Two

55% 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

67% of students feel accepted and valued by their peers and by others at their school.

Snapshot Two

62% 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

78% of students have friends at school they can trust and who encourage them to make positive choices.

Snapshot Two

77% 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

93% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Snapshot Two

88% 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

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

Snapshot Two

48% 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

94% 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

80% of students are interested and motivated in their learning.

Snapshot Two

69% 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

78% 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

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

Snapshot Two

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

The NSW Government norm is 7.9

EXPLICIT TEACHING PRACTICES AND FEEDBACK

Snapshot One

7.4% of students perceive that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

Snapshot Two

7.4% of students perceive that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

The NSW Government norm is 7.5

STUDENTS WHO ARE VICTIMS OF BULLYING

Snapshot One

19% of students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.

Snapshot Two

20% 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

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

Snapshot Two

7.1 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

POSTIVE 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

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

The NSW Government norm is 8.4

POSTIVE LEARNING CLIMATE

Snapshot One

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

Snapshot Two

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

The NSW Government norm is 7.2

EXPECTATIONS FOR SUCCESS

Snapshot One

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

Snapshot Two

7.9 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.

Aboriginal Education - School statement

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.

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 First Nations Education Consultative Group, First Nations people, and communities.
- Providing, in partnership with First Nations people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- First Nations students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all First Nations students in a school culture of high expectations.

Anti-Racism Policy

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

Anti-Racism - School statement

Ashfield Public School takes a whole-school and whole-community approach, which includes promoting awareness of anti-racism strategies.

This includes a wellbeing system focused on respect, inclusion and embracing diversity, and delivering educational content in the classroom. This provides students with the opportunities to develop a personal and social capability to respond to racism in all its forms - both as a student who experiences racism and as a bystander.

The school provides professional development for school staff on how to address and prevent racist behaviours.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Ashfield Public School takes a whole-school and whole-community approach, which includes promoting awareness of anti-racism strategies.

This includes a wellbeing system focused on respect, inclusion and embracing diversity, and delivering educational content in the classroom. This provides students with the opportunities to develop a personal and social capability to respond to racism in all its forms - both as a student who experiences racism and as a bystander.

The school provides professional development for school staff on how to address and prevent racist behaviours.