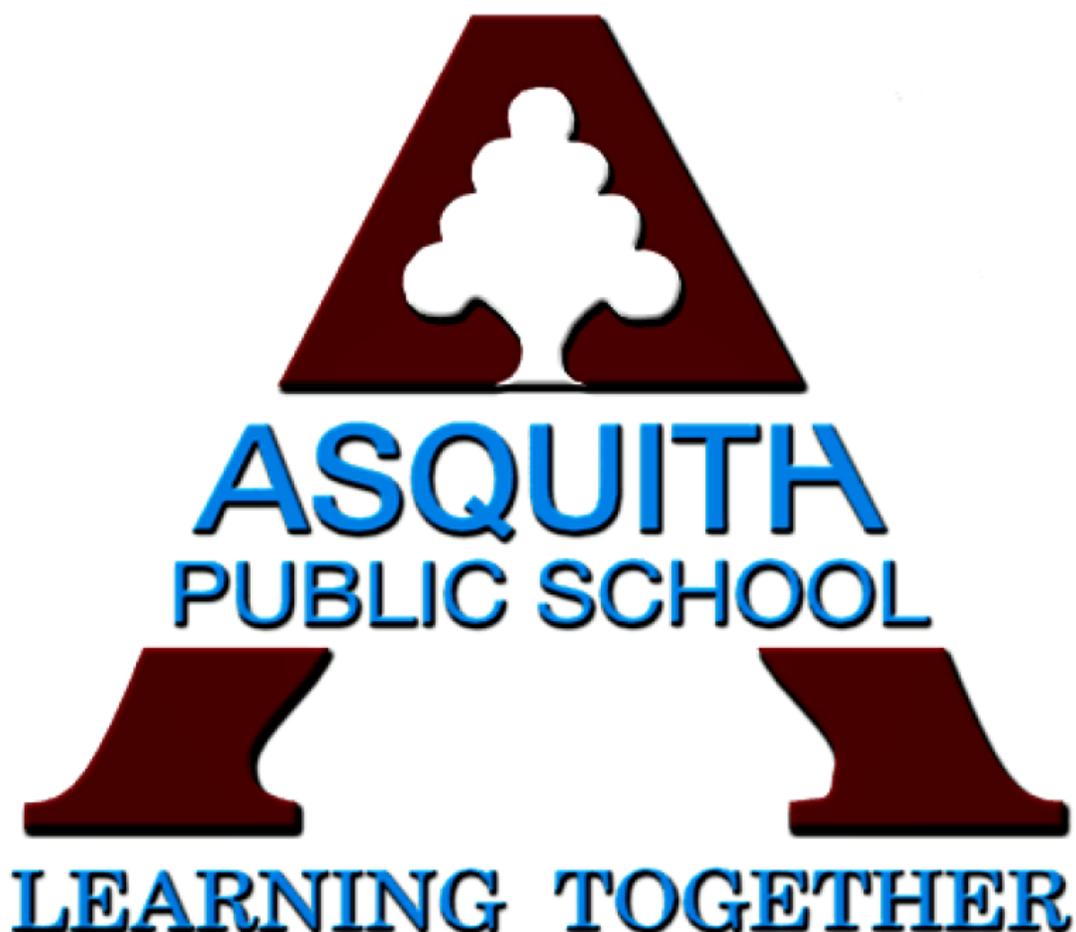


2021 Annual Report

Asquith Public School



1070

Introduction

The Annual Report for 2021 is provided to the community of Asquith Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

School contact details

Asquith Public School

Dudley St

Asquith, 2077

www.asquith-p.schools.nsw.edu.au

asquith-p.school@det.nsw.edu.au

9477 1258

School vision

Asquith Public School is committed to excellence and equity in learning and wellbeing for all. Authentic, high quality educational opportunities are provided so every child can connect, succeed and thrive. In partnership with our community, we value a collaborative, nurturing and respectful culture that places students at the heart of our school. Students are empowered to be critical and creative thinkers, equipped with the knowledge and compassion to live rewarding lives as engaged citizens in a complex and dynamic society.

School context

At Asquith Public School we acknowledge the Dharug and Guringai peoples as the traditional custodians of the lands where we meet, teach, learn and flourish. We pay our respects to Elders past, present and emerging.

Asquith Public School is located in Northern Sydney and enjoys the tranquil surrounds provided by the nearby Ku-ring-gai Chase National Park. We value our natural environment and are fortunate to enjoy the sights and sounds of our native flora and fauna, including a protected Turpentine Forest on our school grounds. Our student population of approximately 440 students is enriched through its expanding diversity and steady growth. Our English as an Additional Language or Dialect student population is 55% and we have three specialist support classes for students with mild intellectual disabilities or a range of disabilities. Parents and community are actively involved in our students' learning and wellbeing, adding value to our vibrant learning community. Educators and leaders are inspired to continually learn and improve so that every student, no matter what kind of learning challenge they may face or talents they possess, is provided with world class education.

Asquith Public School is a place where students grow and develop in a multitude of ways. To support this, we provide a diverse range of additional educational opportunities including, creative and performing arts, band, choir, dance, debating, inter-school competitive sport, student leadership and environmental perspectives.

With students at the heart of our school, we pursue excellence in education that is underpinned by robust research and evidence-based practice. Our Strategic Improvement Plan for 2021-2024 acknowledges the reciprocal and fluid relationship between student wellbeing, engagement and academic success. To have success in one, there must be success in all.

A comprehensive analysis of the current situation at Asquith Public School involved close consultation with parents, students and staff. Deep analysis of student and school data also helped identify our strengths and areas for future, targeted and strategically resourced improvement. Engagement with rigorous educational research has also informed the three directions of our 2021-2024 Strategic Improvement Plan. Our plan is aspirational, with high expectations and ambitious targets. It reflects the determination of our entire school community to provide every student, with every opportunity to achieve their personal best and be empowered to navigate their own future.

Student Growth and Attainment

Asquith Public School student performance data in reading and numeracy indicate our results are comparable with statistically similar grouped schools and significantly above the state average. Analysis and triangulation of various student performance data sources indicate some specific areas that require strategic and targeted improvement through explicit teaching, embedded formative and summative assessment, instructional leadership and data-driven practices. In Reading, the emphasis will be on vocabulary development, the explicit teaching and assessment of the foundation level skills of reading, inferential comprehension and how authors use literary devices to achieve their purpose. In Numeracy, the focus will be on the explicit teaching and assessment of the core foundation level skills of numeracy including addition, subtraction and multiplicative strategies.

Our Strategic Improvement Plan is built on the belief that "to achieve excellence, and for our system to be equitable, every student must develop strong literacy and numeracy skills and go on to develop broad and deep knowledge across a range of curriculum areas". (*"Alice Springs Education Declaration"*, December 2019).

Engagement for Successful Learning

Our situational analysis highlighted that the school values whole school engagement and collaboration as an effective way to drive continued growth and success in learning. It was found that students, staff and parents recognised that the explicit teaching of critical and creative thinking skills was essential for the life-long success of students embarking into a complex and dynamic society. The situational analysis also identified opportunities to increase student engagement in their learning by embedding authentic project-based learning across the curriculum in a systematic, planned and authentic way.

Successful professional learning that builds teacher capacity to improve student learning and wellbeing outcomes was found to be evident in our existing school practices, however, the situational analysis identified a need to strengthen our collaborative teacher and leadership practices so they are sustained, intentional, well-resourced and focused on shared goals that target student growth and achievement.

Wellbeing for School Excellence

Our situational analysis identified that our school already prioritises student social and emotional wellbeing. Parents acknowledge the school's supportive, caring and inclusive environment, however various sources of data indicate there is a need to further strengthen a positive learning environment with strong preventative and proactive systems that are valued by all stake holders (students, staff and parents). We will continue to engage deeply with relevant research, positive behaviour for learning principles and the Department's *"Wellbeing Framework"* to embed inclusive practices that ensure every student is known, valued and cared for. Consultation and reflection on the school's current practices indicated a need to explicitly teach social and emotional learning capabilities using evidence-based practice in a consistent and sustained way across all grades and in partnership with our parent community and external specialists.

We recognise that strong, respectful and productive partnerships between the school and parents is essential to the successful implementation of our Strategic Improvement Plan. Our situational analysis revealed that our parents value student wellbeing, academic success and a culture of high expectations. Our improvement plan will further strengthen the inclusion of parents in their child's learning and wellbeing. We will enhance our communication and consultation platforms and strengthen our engagement with the Department's *"Multicultural Education Policy"* and the NSW Australian Education Consultative Group's (AECG) 2020-2030 Partnership Agreement, *"Walking Together, Working Together"*.

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

Strategic Direction 1: Student growth and attainment

Purpose

To drive improvement in student learning outcomes in reading and numeracy for all students, we will further develop and refine the implementation of effective evidence-based teaching practices that are informed by student data and are responsive to student need.

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.

- Data-driven practices
- Evidence-based best practice in teaching and learning

Resources allocated to this strategic direction

Literacy and numeracy: \$22,424.00

QTSS release: \$57,660.00

Professional learning: \$11,708.90

Aboriginal background: \$4,404.00

COVID ILSP: \$62,441.54

Summary of progress

Our focus for 2021 was to drive improvement in student reading and numeracy learning outcomes through the use of high impact professional learning strategies and evidence-based teaching strategies including, high expectations, explicit teaching and effective feedback.

In reading we engaged with the work of Lyn Sharrat and adapted the case management (reading pods) approach to analyse student reading data and with a specific focus on the explicit teaching of vocabulary and comprehension. All teachers engaged with current research on how to effectively teach reading and deepened their understanding of the six core reading skills (phonics, phonemic awareness, oral language, vocabulary, fluency and comprehension) that underpin effective reading development for children. The case management format was implemented through the use of stage based reading pods underpinned by ongoing teaching professional learning. Teachers collaborated with their stage teams and specialist staff to use student reading data to plan and incorporate quality teaching practices that targeted students' need.

In 2022 this initiative will strengthen its focus on the explicit teaching of reading comprehension in all classes. To refine teacher practice we will engage with other high impact professional learning strategies including, instructional rounds, mentoring and teacher observations. Reading pods will continue to drive the case management of students and the use of student data in comprehension to effectively plan the next steps in teaching.

In numeracy, we focused on tier one (whole class) and tier two (targeted small group intervention) levels of support. The executive team used evaluative practices to analyse numeracy data and to refine our focus on numeracy. The data indicated a need to focus on the element number sense and the sub-element: additive and multiplicative strategies. Stage team leaders enhanced their understanding of teaching numeracy through Department professional learning accessed via the Numeracy Learning Hub. Executive leaders developed a professional learning plan to collaboratively use student data to reflect, plan and embed quality teaching of numeracy. Unfortunately the disruption caused by extended periods of learning and working from home impeded the ongoing implementation.

In 2022, the focus on numeracy initiative will be prioritised for an immediate start. The knowledge and skills staff have acquired from our earlier work on Lyn Sharrat's case management approach will be used to underpin a deep, narrow and sustained focus on evidence-based teaching of numeracy with a clear line of sight to improving student numeracy outcomes.

The tier two support for numeracy was effectively driven by the strategic use of our COVID Intensive Learning and Support Program (ILSP). Using the COVIDILSP funds a specialist maths teacher was employed three days per week to provide targeted and intensive support using a withdrawal format. Small group instruction targeted gaps in numeracy for identified Stage 2 and 3 students.

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
Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in NAPLAN reading of 65.5%.	61.1% of students are now in the top two skill bands (NAPLAN) for reading, indicating growth from baseline data of 59.1% and well above the state average of 46.5%.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of expected 72.5%.	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 69.8%, indicating improvement from baseline data of 67.2%.
Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in NAPLAN numeracy of 52.3%.	42.5% of students are now in the top two skill bands (NAPLAN) for numeracy indicating a slight decline growth from baseline data of 44.8% however it is above the state average of 35.5%.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of expected 63.60%.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 50.9%, indicating a decline from baseline data of 59.1%.
A range of evidence supports the school's validation of " Learning Culture " at sustaining and growing against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at: <ul style="list-style-type: none"> • Delivering in the element of Effective Classroom Practice • Sustaining and Growing in the element of Data Skills and Use.

Strategic Direction 2: Engagement for successful learning

Purpose

To improve student learning outcomes and enhance student wellbeing, we will engage students, staff and community through collaborative and reflective practices with a focus on critical and creative thinking.

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.

- Critical and creative thinking for improved student outcomes
- Collaborative and reflective teacher practice for continuous improvement

Resources allocated to this strategic direction

Professional learning: \$24,074.00

QTSS release: \$29,160.00

Beginning teacher support: \$38,660.00

Summary of progress

In 2021 this strategic direction focussed on increasing student engagement in their learning through embedding critical and creative thinking (CCT) skills across the curriculum. This was enabled by the staff's already deep understanding of critical and creative thinking skills through its previous engagement with cultures of thinking and project based learning. In Semester One the CCT initiative gained great traction with staff representatives across the school successfully participating in the Department's Assessment of CCT and General Capabilities project. The school's CCT team refined their skills in assessing the effectiveness of CCT strategies on improving student outcomes across the curriculum. However, learning and working from home due to COVID19 impeded the team's ability to build the capacity of staff in this area.

In 2022, the CCT team will coordinate and facilitate teacher professional learning on how to assess the impact of CCT strategies on student outcomes and engagement. The school will continue to explore project based learning, with its strong links to CCT, and trial its implementation across the school with a strong focus on increasing student engagement and learning outcomes.

Collaborative and reflective teacher practices enhanced the impact of reading pods on student outcomes in vocabulary and comprehension in 2021. The case management approach inspired a collaborative and reflective learning culture amongst the teachers while driving a sustained and coherent focus on improving reading outcomes for students. This initiative was enhanced by the strategic use of school funding to release teachers for collaborative and focussed professional learning and employ an instructional leader to bring expertise and knowledge of how to teach reading. The Quality Teaching Rounds (QTR) in partnership with the University of Newcastle effectively developed the skills and knowledge of teachers representing all stages across the school. The QTR team developed an action plan to implement QTR across the school, however learning and working from home disruptions resulted on this being scheduled for 2022.

In 2022, the QTR team will coordinate and facilitate the implementation of QTR across the school and further enhance collaborative and reflective teacher practices for continuous improvement.

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
Attendance Increase percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 89.9%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 2.04%.

<p>Increase the proportion of students reporting high levels of interest and motivation to be trending towards the State norm in the Tell Them From Me student survey.</p>	<p>In the Tell Them from Me 2021 survey 34% of students in Years 4, 5 and 6 felt both appropriately challenged in English and Maths and confident in their skills in these subjects. This represents a decline from 39% in 2020 and 19% less than the state norm.</p>
<p>Increase the proportion of students who feel appropriately challenged in English and Maths to be trending towards the State norm in the student Tell Them From Me student survey.</p>	<p>In the Tell Them from Me 2021 survey 58% of students in Years 4, 5 and 6 reported feeling interested and motivated. This is a decline of 2% from the student survey in 2020 and 20% less than the state norm of 78%.</p>
<p>The percentage of students achieving at their expected grade level on the ACARA Critical and Creative Thinking Learning Continuum is moving towards the school identified target of 75%.</p>	<p>This program was delayed to 2022 due to COVID19 disruptions..</p>

Strategic Direction 3: Wellbeing for school excellence

Purpose

In order to improve student learning outcomes we will develop and sustain evidence-based best practice to promote a positive learning environment with preventative and proactive systems to ensure every child can connect, succeed, thrive and develop into healthy, happy, successful and productive individuals.

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.

- Positive and inclusive learning environments
- Whole school community partnerships

Resources allocated to this strategic direction

Summary of progress

Our focus for 2021 was on the enhancement of our existing positive and inclusive learning environment to further improve the learning, engagement and wellbeing of all students and the school community. Focusing on evidence-based best practice, the school's Wellbeing Team continued to improve the implementation of the Positive Behaviour for Learning (PBL) framework. The PBL Team achieved immediate traction with the implementation of its goal to improve consistent implementation of school-wide PBL practices. This was enabled by the commencement of fortnightly meetings of the PBL Team in Term 1 and prior to the impact and restrictions of COVID-19 and the reality of learning and working from home. Staff were supported to consistently report student incidents on our school's CENTRAL Wellbeing platform allowing the PBL team to develop responsive explicit teaching activities that were consistently implemented school-wide. To complement the PBL initiatives, we worked alongside Northern Sydney Area Health on the GOT It! (Getting on Track in Time) program. Staff training conducted by the Northern Sydney Health Team deepened our understanding of how to explicitly teach and support students with emotional regulation, self-awareness, empathy, communication and relationship skills. Our families attended two parent information sessions and identified families in K-2 were offered expert support from the GOT It! Team of para-medical professionals. In 2021, we introduced the social and emotional learning skills teaching program, Second Step which is consistently implemented across all classes to support the Personal Development component of the PDHPE syllabus. School systematic support including effective resourcing, professional learning and timetabling has enabled the genuine and comprehensive implementation of this important mental health and social skills program.

In 2022 the Wellbeing and PBL Teams will continue their fortnightly meetings to analyse student behaviour and wellbeing data and develop responsive PBL lessons for school-wide implementation. Professional learning will continue to develop teachers' understanding of the functional approach to behaviour management and the effective implementation of positive, proactive and preventative whole-school approaches to teaching appropriate behaviours so students are ready to learn, collaborate and interact with others. This will occur alongside our familiarisation of the Department's new Inclusive, Engaging and Respectful Schools policy.

Our school also focussed on strengthening whole-school community partnerships as an important strategy for improving student wellbeing, engagement and learning.

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
Wellbeing The proportion of students reporting a positive sense of belonging in the Tell Them From Me student survey to be moving towards the school's lower bound system-negotiated target of 88.2%.	<ul style="list-style-type: none">• 77.89% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward the school's lower bound system-negotiated target of 88.2%.• The Tell Them From Me parent survey rated the school as 7.7/10 for inclusive practices. This is above the state norm of 6.7/10.

<p>The proportion of students reporting they have a positive relationship with their teacher to moving towards the State norm in the Tell Them From Me student survey.</p>	<p>Analysis of the Tell Them From Me Semester 2 student survey indicated a mean score of 8.1/10 for students reporting positive relationships with their teacher which is moving towards the state mean of 8.4/10.</p>
<p>All teaching and learning programs include the explicit teaching of social and emotional learning capabilities.</p>	<p>Analysis of teaching and learning programs and classroom observations indicates that 100% of teachers are including the explicit teaching of social and emotional learning capabilities which is moving towards the school identified target of 100%.</p>
<p>The proportion of parents who feel they are informed about their child's learning and feel welcome at the school to be at or exceeding the State norm in the Tell Them From Me parent survey.</p>	<p>Analysis of the Tell Them From Me parent survey indicated a score of 6.5/10 for parents feeling informed which is moving towards the state mean of 6.6/10.</p> <p>Analysis of the Tell Them From Me parent survey indicated a score of 7.5/10 for parents feeling welcome which equal to the state mean of 7.5/10.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,864.55</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in: increased participation by students in the literacy programs taught in the classroom. Partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support the students with their English language proficiency and ensure that they are effectively engaging in the classroom and with others.</p>
<p>New Arrivals Program</p> <p>\$20,535.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Asquith Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: the student progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$150,224.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Asquith Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around supporting students with additional needs • consultation with external providers for the implementation of

<p>Integration funding support</p> <p>\$150,224.00</p>	<p>individualised PLSP</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$17,803.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Asquith Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff for the implementation of literacy and numeracy programs. <p>The allocation of this funding has resulted in: identified students receiving additional support as needed to ensure they have equitable access to the curriculum which led to improved student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure the employment of SLSOs to further support students in their studies.</p>
<p>Aboriginal background</p> <p>\$4,404.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Asquith 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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-based best practice in teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$4,404.00</p>	<p>Personalised Learning Plans</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: All Aboriginal families engaging in the PLP process. All students identifying as Aboriginal receive targeted support to assist the implementation of their PLP.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build stronger relationships with our Aboriginal families and continue to refine our PLPs. The school will develop a stronger partnership with the AECG and the Department's Aboriginal an Wellbeing Officer.</p>
<p>English language proficiency</p> <p>\$155,178.28</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Asquith Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Classroom teachers have improved their teaching of vocabulary to assist comprehension as a direct result of mentoring by the EAL/D teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning for EAL/D students.. Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$98,038.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Asquith Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Mini-Lit and Macq-Lit to increase learning outcomes <p>The allocation of this funding has resulted in:</p>

<p>Low level adjustment for disability</p> <p>\$98,038.56</p>	<p>The school achieved a more consistent approach to student learning support and interventions with an increased number of learning and support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To build the capacity of our SLSOs to support identified students with additional needs through tailored professional learning. To increase teacher understanding of adjustments and differentiate teaching strategies to support students with additional behaviour, learning and wellbeing needs.</p>
<p>Literacy and numeracy</p> <p>\$22,424.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Asquith Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: improved NAPLAN results for Year 3 students showing growth in the number of students in the top two bands in Reading (NAPLAN) from 55% in 2019 to 73.5% in 2021. Check-in assessments for Years 4, 5 and 6 also showed significant improvement in vocabulary.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue with the Reading PODS focusing on comprehension.</p>
<p>QTSS release</p> <p>\$86,820.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Asquith Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-driven practices • Collaborative and reflective teacher practice for continuous improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • implementation of quality teaching rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: Improved staff confidence and use of effective classroom teaching practices. All teachers now explicitly and systematically teach foundation level reading skills in K-2 resulting in improved NAPLAN reading results with 73.5% of Year 3 students in the top two bands. Reading comprehension is explicitly taught K-6 with steady growth in student achievement in vocabulary understanding.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>QTSS release</p> <p>\$86,820.00</p>	<p>funding will be: To improve the collaborative use of data to effectively evaluate student understanding in numeracy and reading. Teachers will engage in high impact professional learning to improve student outcomes in numeracy and reading.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Asquith Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: differentiated teaching through ongoing formative assessment followed by targeted literacy programs for identified students performing below expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: the engagement of an additional SLSO to support the implementation of the targeted literacy intervention programs, Mini-Lit and Macq-Lit.</p>
<p>COVID ILSP</p> <p>\$124,883.08</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-based best practice in teaching and learning • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in numeracy • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the employment of an additional staff member to implement small group tuition in numeracy using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	232	233	236	226
Girls	187	219	219	199

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96	93.7	89.6	95.3
1	94.7	95.9	92.4	94.9
2	94.4	96.4	92.2	94.9
3	95	94	91.1	95.1
4	94.2	94	91.4	94.4
5	95.8	94.7	92.6	93.5
6	93.1	95	91.9	93.6
All Years	94.8	94.8	91.5	94.5
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)	17.48
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	6.22

*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	410,631
Revenue	4,767,917
Appropriation	4,582,108
Sale of Goods and Services	22,283
Grants and contributions	156,010
Investment income	589
Other revenue	6,928
Expenses	-4,669,890
Employee related	-4,192,878
Operating expenses	-477,012
Surplus / deficit for the year	98,027
Closing Balance	508,658

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	83,961
Equity Total	275,424
Equity - Aboriginal	4,404
Equity - Socio-economic	17,803
Equity - Language	155,179
Equity - Disability	98,039
Base Total	3,677,623
Base - Per Capita	116,829
Base - Location	0
Base - Other	3,560,794
Other Total	346,282
Grand Total	4,383,290

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.

Parent/caregiver, student, teacher satisfaction

Education in 2021 was shaped by the COVID-19 pandemic and the ability of all schools to transition rapidly to the learning from home model. The learning generated from this period, at both a school and system level was significant. Asquith Public School utilised the Tell Them From Me surveys for students, parents and staff to seek feedback regarding their experiences throughout this time.

For many students and their families, the learning from home experience was a positive one. 'Learning from home' allowed for many families to get a closer insight into their child's learning performance and academic interests. Some students thrived working independently, however many students missed the structure of school, the guidance of their teacher and the friendship of their peers. Equally, many parents felt stretched between the competing priorities of work and school.

A number of themes were repeated throughout the survey. The most common themes included:

- Parents/carers value the explicit instruction and feedback that teachers are able to provide on a daily basis and reported that these aspects of face-to-face teaching were difficult to replicate at home.
- Children missed their teachers, friends and the social aspects of school.
- The majority of senior students were more self-directed and independent in their use of the online learning platform. The younger students required intensive one-to-one support in order to be successful in their learning at home.
- Parents highlighted the demanding and complex role of the teacher and said that they were both incredibly grateful to their child's teacher but also had a new found appreciation for teachers across the board.
- Parents/carers and teachers rated the partnership between home and school as essential to a child's success at school. Where strong communication had been established between the teacher and the parents there was high levels of satisfaction.
- Parents/carers valued the email and telephone contact that was made by teachers to parents during the 'learning from home' period. Parents/carers also highly valued the ability to see firsthand how well their child was doing with their learning in 'real-time' rather than waiting for a semester report or parent-teacher interview.
- Parents felt welcomed and praised the inclusive and caring environment at Asquith.
- Parents appreciated staff's endeavours to provide additional support to students.

Student voice has been sought to shape many aspects of our students' experiences at school. In 2021, the students gave feedback through the Tell Them From Me Survey related to improvements to social and emotional outcomes, engagement in their learning and the school culture. The feedback they provided revealed:

- They feel accepted at school with a positive sense of belonging
- They value their friendships and feel they have friends they can trust
- They respect our school's values and consistently display positive behaviour
- They clearly understand their teacher's expectations and what their learning goals are

Teachers provided feedback throughout the year through the ongoing evaluative processes embedded within strategic direction initiatives and through the Tell Them From Me teacher survey. This feedback helped to shape and change the course of these initiatives along the way. Teachers continued to find the inquiry-driven professional learning 'reading pod' process as a valuable tool for collaboration.

- The case-management approach was acknowledged as a useful process for collaborating with colleagues and determining next steps in teaching for identified target students.
- Teachers are seeking to build on their theoretical learning and collegial discussions by having more structured opportunities to see expert colleagues in action in their classrooms as a tool for enhancing and reflecting on their own teaching practice.
- Teachers believed that strengthening feedback processes between colleagues would enhance teacher growth and improvement and was a natural next step for the school's professional learning focus.
- Teachers reported they had innovated and collaborated in ways they never had before. Teachers utilised videoed lessons, online tools and apps to support their online lessons.
- Teachers competently used ZOOM, SEESAW and Google classrooms and continued using these after students returned to school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.

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.