2022 Annual Report

Ashfield Public School

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Introduction

The Annual Report for 2022 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

2022 was a productive and hard-working year with many activities, initiatives and achievements that showed our school's capability to deliver high quality educational opportunities which engaged and motivated our students for success.

An academic highlight of the year was Ashfield Public School being recognised as a high performing school, meaning that our students showed above-average progress compared to those of similar backgrounds and starting scores in NAPLAN. It was a privilege for our school's achievement to be profiled in a Sydney Morning Herald news story.

2022 was a year in which our school improved its capacity to support students who were not meeting required levels of proficiency in Literacy and Numeracy. The use of interventions was increased, with more students having the opportunity to learn in small groups to close learning gaps. Interventions are part of our School Plan and give teachers more time to engage with individual students at their point of need and accelerate their progress.

As an early adopter of the new K-2 English and Maths syllabus, our teachers continued to develop their quality teaching practices for what works best to improve student outcomes. Professional learning helped all teachers to reflect on effective strategies that support students to make good progress and achieve.

The school year saw the introduction of a Creative Arts program, with all classes having a one-hour weekly lesson taught by a specialist teacher. Under the auspices of Karen Manning, our talented artist in residence, there was a fabulous fashion show with classes from Years 3-6 creating outfits for the runway from recyclable materials. The fashion show put a spotlight on our school's commitment to Mottainai, which is a Japanese environmentalist term for Reduce, Recycle, Reuse and Respect. The recycled outfits were put on display at Wests Ashfield Leagues Club and photographed for the 2023 DoE Multicultural Calendar.

2022 was also a year where many events returned to our calendar after cancellations in previous years due to COVID19 restrictions. There was the grand occasion of our Dance Showcase at Marie Bashir Public School, with each class performing a choreographed routine and looking resplendent in fabulous costumes. The whole school assembled on stage at the beginning and end of the showcase to sing together, including using Australian sign language to communicate the lyrics of the opening song. It was a high impact and meaningful performance.

There was also the reappearance of the Bring and Buy Sale with our school Hall and COLA transforming into a vibrant marketplace as students operated their stalls, with much excitement and a bustle of selling and buying. The Bring and Buy was paired with the NSW Treasurer's new financial literacy challenge giving students the opportunity to develop a deeper understanding of positive money habits.

Throughout the year, Ashfield Public School ran an excellent Triple E (engagement, enrichment & extension) program. Our Choir and Recorder Clubs performed at the Opera House and the Dance Club performed at many local events including the Marrickville Festival and Easter Show. There were student finalists in the Premiers Spelling Bee and School Performance South Primary Schools Public Speaking Competition, and a stage champion in the Multicultural Speaking Competition. There were state champions in swimming, and representation in regional netball and cricket.

Our school continued to be a very generous community, with money and donations for a range of charities and organisations in including supporting the Chris O'Brien Lifehouse, Settlement Services International, and the Let African Children Learn Association.

Our annual acknowledgement of Refugee Week saw the creation of a whole school sculpture which was also displayed at Wests Ashfield Leagues Club and the Public Schools Art Show, and helped our students understand what it is like to be a refugee. We were proud to open our Bill Crews Kitchen Garden, with fresh produce being tended by our Gardening Club and donated to the Loaves and Fishes Restaurant which provides emergency food relief to people in need.

Educating young people at Ashfield Public School to have strong foundations in Literacy and Numeracy and an ability to be successful in an increasingly complex world, relies on the important contributions from all sections of our community.

It is with gratitude that we say thank you to our:

- *parents and carers* for their commitment to the education of their children including attending meetings with teachers, volunteering in the canteen and for other school activities, and helping with home learning activities. Our Parents and carers also contribute to fundraising activities and school initiatives such as the Halloween Disco, movie night and the construction of a climbing wall. The effective and collegial partnership that our parents and carers have with the school significantly contributes to the making our school community inclusive and conducive to students achieving their best.

- *Student Learning Support Officers (SLSO's)* for their dedication and professional integrity. At Ashfield Public School the SLSO's show deep care, have high energy and use effective strategies that enable students who experience a disability to access their learning and actively participate in school activities. Our SLSO's are generous with their time and make many contributions that greatly help our teachers and enhance the wellbeing and achievement of our students.

- *teachers* for their dedication and professional integrity to create engaging and significant learning environments. With the ever-increasing expectations on the delivery of curriculum, accountability, the management of Department of Education systems, our teachers keep focused on the improvement of teaching skills to meet an extensive range of learning needs. Our teachers are a source of inspiration, and a dependable and consistent influence on the development and achievement of students.

- *Administration Team,* for its high level of service and ability to manage the complexities of a large school. The smooth operation of our school includes coordinating bookings and payments for resources, excursions, programs and special events, directing tradespeople to the never-ending tasking of maintaining the school site and its buildings, the scheduling of interviews, transition and information sessions, and supporting parents with queries and enrolment issues.

- *Badalya*, for providing nutritious and tasty food each day.

- *General Assistant* who takes care of our school grounds including our gardens.

- *students* for their fantastic commitment to education. Each day they come to school with enthusiasm and curiosity to engage with the many learning opportunities that are on offer at our school. Our students show determination to make positive wellbeing choices that build them for success with empathy and critical thinking skills that keep them motivated to achieve their best.

Ashfield Public School is a high performing and vibrant school community. Together we are proud of our commitment to ongoing school improvement to engage all students in an engaging and productive education.

Damien Moran

Principal

Message from the school community

It has been an honour and a pleasure to be President of this association in 2022. This is an amazing school community and it has been a privilege to lead such a great team of people. 2022 in many ways was a "return to normal" after two hard years of lock downs and at home learning as well as an inability to meet and get together.

Fortunately in 2022, we were able to get together once again without restrictions which has certainly improved the wellbeing of everyone in our community. We achieved a great number of successes including:

* Our first "Meet the Parents & Carers" Event at Pratten Park Sports and Bowling Club to provide a welcome to new families and a place for current families to get together.

* A very popular Movie Night at Wests Leagues Club.

* A Gardening group clean-up of the Harmony Garden.

* A hugely successful Silent Auction and Comedy Night Fundraiser.

* Completion of the Heart Foundation traversing wall after a few years of disruption with a million thanks to Gemma Collier who applied for the grant and project managed this project in its entirety.

* Installation of solar panels after a few years of disruption due to C19 and rain (thanks to a Community Building Partnerships Grant + P&C funds).

* A World Teacher's Day morning tea to celebrate our amazing teachers with thanks to Blair Callon at Badalya who catered a delicious spread.

* An extremely fun Halloween Disco - the fist in-person event since 2020 (!) to raise funds for the Year 6 school camp (the P&C supplements the cost of this camp each year)

* Purchase of our very own popcorn machine

* We provided funds to the school for Decodable Readers; Library upgrade; Computers; Badalya Bucks to encourage students in their reading.

A couple of financial achievements for 2022 include:

* Second Hand Uniform Shop raised $4675

* Silent Auction and Comedy Night raised $20k

* Movie Night raised $3485

* Halloween Disco raised $5000

On behalf of the P&C, I would like to thank all the volunteers who gave their time and energy at any stage throughout the year. This includes association members and parents. We have enjoyed great success only thanks to the sacrifices you have made and the efforts that you have contributed.

Thank you to the 2022 Executive: Sarah Vickers & Evan Mistilis (Vice-President), Finn Lattimore (Secretary) and Iftiaz Ali (Treasurer) as well as the non-executive members Kathryn Courtney Prior, Luz Aird, Blair Callon, Michael McAteer, Helen Odell and Michela Carattini.

Thank you to Kathryn Courtney Prior, who works extremely hard to get Events off the ground and will put her hand up to participate in most things. She also has been responsible for the Gingerbread House Fundraiser, The Entertainment Fundraiser and other initiatives.

Thank you to Mel Robertson who has taken the helm of the second uniform stall after Louise Millward who had run the stall for many years and left the school at the end of 2022.

An extra special mention to Gemma Collier who has worked solidly to procure sponsorship for events which ensures that all our fundraising money can go straight to our school. She does this alongside wearing many other hats to support our P&C.

President is a very tough position and one that I have thoroughly enjoyed. It has enabled me to get to know some amazing people and work on some great projects.

The P&C are made up of a team of Volunteers that sacrifice time with their own families to help make this a much better place for our children and community. Many of the members of this committee are the busiest people in the school and are still taking on extra roles. It is true the statement - "If you want something done, ask a busy person."

In 2023 we will look for ways to streamline systems and reduce workloads to support our parents sustain their involvement in the P&C. I genuinely believe that we are very lucky to have such a great school community. Thank you.

Sarah Newman

P&C President

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Learning

Learning Culture

Our school is strongly focused on learning, and the building of educational aspiration. The annual calendar published at the beginning of the year continues to set a high expectation for achievement and success, by mapping out the school year and enabling our school to be prepared for and focused on the activities that positively impact on student outcomes.

Building effective partnerships is part of positive learning culture. At Ashfield Public School this includes effective communication such as the class parent initiative which involves class Whatsapp groups enabling parents to seek advice and receive timely updates. Termly overviews and class timetables are published via school enews, and the newsletter's regular Principal's column provide parents with insights into educational matters. An online platform, School Enews, provides parents with timely information about school initiatives and events, and enables surveys to be published with the purpose of obtaining parent feedback.

Parent-teacher meetings, which can include professional support services such as Occupational Therapists and Speech Pathologists, are regularly scheduled throughout the school year and are indicative of a strong collaborative practice

which supports continuity of learning for students

The school trialled a new initiative, *Step it up into 2023,* with all classes having a lesson to meet with a new teacher and complete an activity that focused on sharing with students the expectations for the following school year. Planning for students to transition to their next grade is a good practice that supports quality teaching, engagement and wellbeing. The initiative included discussing expected changes to routine and effective strategies for adapting to this change. The initiative also provided the opportunity to get some feedback from students on what they enjoyed in 2022, and what was challenging.

Our teachers, the school Office, and parents continued to work together so that student absences did not impact on learning outcomes. This included communicating student absences, particularly extended absences that required an exemption. In situations of unexplained absences, parents are contacted and on some occasions, supported to get their child/children to school with the implementation of Attendance Plans.

Wellbeing

At Ashfield Public School an Assistant Principal is assigned to managing wellbeing and ensuring that vulnerable students are identified and supported. This support includes providing uniforms, paying for school excursions and activities, and giving lunches. This support also includes giving some of our parents as safe space to talk and receive help in situations of adversity. All students are able to access areas of the school which provide, if required, a quiet and supervised space outside of the classroom

Our wellbeing system continues to be a signature feature of Ashfield Public School, a unique framework of ten wellbeing choices that includes Be Fabulous, Be Resilient, Be Inclusive, and Embrace Diversity. These choices support students to understand their behaviour and the importance of making effective decisions that result in them feeling motivated and successful. These choices also support students to understand the type of behaviour that is acceptable and valued by others. The Tell Them From Me Survey showed 93% of students (Years 4-6) identified our school as a place where students engage in positive behaviour for learning.

The school has developed its capacity to make accommodations and adjustments for students including students with physical, social/emotional, sensory or cognitive disabilities. Planning is undertaken in consultation with parents and carers, and when required, health care professionals.

Positive, respectful relationships are evident and widespread among students, staff and parents, and promote student wellbeing.

Curriculum

Our school undertakes quality teaching, curriculum planning, delivery, and assessment to achieve learning excellence and responsiveness in meeting the needs of all students. In 2022 the school was profiled in the Sydney Morning Herald as a high performing school.

We are committed to seeking ways to enhance our curriculum, such as our long-standing collaboration with the Bill Crews Foundation which runs a reading program for students working towards minimum proficiency. Tutors from the Foundation benchmark the reading level of students selected for the program, which runs for one semester at a time. The program is a daily one-hour session which instructs students in phonics and comprehension strategies. The graduation ceremony which is attended by students, teachers, tutors, and Bill Crews, is a time to celebrate the significant growth in reading that this program enables the students to achieve.

Our online assessment tools which include Star Reader and Essential Assessment enable our school to understand the breadth of learning across the school from K-6, with information on students who are working towards, achieving, or working beyond in Literacy and Numeracy. The online assessment tools provide reliable data that is discussed by teachers at Stage Meetings as they revise teaching and learning programs in response to student need.

Teachers continue to be supported to adjust their learning programs to address individual student needs, with a focus on engaging all students in challenging learning suited to their ability level. The Term One Parent/Teacher Interview was a time for parents to consult with teachers regarding how to support learning and set learning goals.

Assessment

The Whole School Assessment schedule, which is part of the School Plan, is a key school system that supports the monitoring of student learning. Using online platforms that include Essential Assessment and Star Reader enables the school to obtain information on student progress. Decisions are then made regarding the allocation of resources which enables an effective response to trends in student achievement, at individual, group and whole school levels. For example, information from the Whole School Assessment schedule informed the organisation of small group learning, and the introduction of the Here, Hidden & Head strategy as a whole school approach to comprehension.

The introduction of the Assistant Principal for Curriculum Instruction has increased the school's capacity to analyse student data and support teachers to adjust their teacher to accommodate student need. Assessment data has helped teachers to understand the impact of their teaching on student achievement. Teachers use assessment data to evaluate what students have learned and implement changes in their teaching that lead to measurable improvement. The assessment data also helps teachers to make consistent, evidence-based judgement.

Parent/Teachers Interviews provided an opportunity to share the information from Essential Assessment with parents. The reading age and writing band were also shared at this interview. Information is included in the School Report to help parents understand the assessment data in relation to their child's progress. A survey showed that parents found this sharing of assessment data to be beneficial.

Reporting

All class teachers are trained to use school systems which enable to the leadership team to obtain a whole school overview of student performance. This overview enables reporting about growth and improvement in the areas Literacy, Numeracy and Wellbeing. For example, the annual Tell Them From Me survey continues to provide information about how students perceive Ashfield Public School as being supportive of their development as engaged, motivated and valued students.

The student Semester Report is personalised with the principal providing a handwritten comment to acknowledge progress and achievement. The Semester Report also provides a Reading Age and Writing Band level which enables parents to track their child's growth from one semester the next. The Essential Assessment print outs provide detailed, clear and specific information about student learning in the three strands of mathematics. This information is also used to focus discussion at the parent/teacher interview with the intention of improving parent understanding of student learning.

Student Performance Measures

The Value Added (VA) for Year 3 to Year 5 could not be calculated for 2022 as the NAPLAN test was not run in 2020.

Student growth could not be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured.

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

At the commencement of every school year, time is allocated for teacher professional learning regarding how to make adjustments to support learning. This involves teachers identifying if students require a supplementary, substantial or extensive adjustment to support their learning. The decision to make an adjustment is make by assessing a student's cognitive, social/emotional, physical or sensory ability. For example, providing noise cancelling headphones for a student to participate in morning lines is an example adjustment made for a particular student which enables them to participate in this daily activity.

Teachers continued to increase their ability to effectively use explicit teaching strategies so as to support students to accelerate their learning. School leaders modelled lessons which demonstrated the use of explicit teaching and feedback to engage students and enable their increased knowledge and understanding as they learned content and developed skills.

Stage meetings continued to provide an important time for teachers to discuss programs and create resources that engage students according to their ability level. Professional learning was conducted to develop teacher ability to adapt lessons for high performing students. Professional learning also included using Learning Intentions and Success Criteria to improve the quality of teaching instruction.

School leaders supported teachers so that all classrooms and other learning environments are well-managed within a consistent, school-wide approach. Daily visits to classrooms showed that well-planned teaching is taking place with students engaging in productive learning.

Data Skills and Use

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Throughout the year the school leadership team regularly used data to consider overall school performance as well as the performance of student cohorts and individual students. Ongoing modifications to the Whole School Timetable enabled support teachers to be

allocated to work with identified students in small groups and remediate specific learning needs.

The principal's report at the P&C meeting provided an opportunity to engage with the school community and reflect on student progress and achievement data and share school strategies for improvement.

The online Accelerated Reader platform, which provides data on individual reading progress, has continued to support teachers develop their understanding of using data to monitor student engagement as successful readers. The online Essential Assessment platform continued to provide information across the three mathematical strands regarding understood and misunderstood concepts with teachers using this data to plan lessons that were responsive to student need.

Initiatives like the Bill Crews Reading Program show how data is used to identify starting points for improvement and to monitor progress over time. A pre- and post- test are used to show the impact of the daily lessons on reading ability.

Teaching Professional Standards

The school executive team was very supportive of teachers and their professional development, with stage meetings, demonstration lessons, observations and professional conversations aimed at developing teachers to positively impact on student learning outcomes.

All teachers are supported to create Professional Development Plans (PDP) that develop professional knowledge and practice in priority areas identified by the school. For example, in 2022 all teachers had the opportunity learn about using data to measure student achievement and evaluate the impact of their teaching practices on student growth. This shared PDP goal helped maintain a culture of collaborative professional improvement, particularly in the areas of numeracy and literacy.

In 2022 the school principal continued to support graduate teachers to achieve their accreditation at the level of proficiency. This included deep professional conversations about pedagogy and how to respond to the needs students and create the conditions for effective and engaging learning. Ashfield Public School also strongly encourages and supports teachers to take an active leadership role beyond the classroom. There are many opportunities for teachers to take on roles in the school leadership team.

Learning and Development

Quality Teaching Rounds (QTR) enabled an organised approach to collaborative practice and feedback. QTR involved professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

The Assistant Principal, Curriculum Instruction (APCI) and an off-class Assistant Principal provided ongoing formal mentoring and coaching to improve teaching. The principal worked with teachers relieving in Assistant Principal roles to support them develop effective leadership skills.

Professional learning activities continued to focus on developing an understanding of quality teaching practices and the most effective strategies to improve learning. Teachers were supported to trial units of work for the new K-2 English and Maths syllabus. Expert teachers are supported to share their expertise with other teachers.

Leading

Educational Leadership

The leadership team met twice a week to discuss, review and refine school systems and initiatives that enable effective, evidence-based teaching and ongoing improvement to occur. The leadership team also discussed the needs of individual students, and student cohorts. Decision making included allocating resources to help every student make measurable learning progress and see gaps in student achievement decrease.

At Stage Meetings and Professional Learning sessions the leadership team kept a focus continuous improvement of teaching and learning. This included collaboratively reviewing teaching practices to affirm quality and to challenge and address areas for improvement.

Ashfield Public School is recognised for having a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. It uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school including students who experience a disability, high performing students, and First Nations students.

School Planning, Implementation and Reporting

On March 16th 2002, Ashfield Public School was profiled in the Sydney Morning Herald in an article titled, *NAPLAN*

update: Secrets of the high-performing schools revealed. This article recognised Ashfield Public School as a leader for its impact on learning progress and described its used of learning interventions as an effective practice for continuous improvement and high impact on student outcomes.

Ashfield Public School continues to uses research, evidence-based strategies and innovative thinking with a School Plan that successfully delivers ongoing, measured improvement in student progress and achievement. For example, the school uses student Data Cards which is a practice based on the research of Lyn Sharratt and involves the visual representation of student data to more deeply understand the growth and achievement of students.

The school uses its School Plan to systematically support students make growth according to their ability. The Annual Report contains data that measures the impact of the plan in terms of student learning progress.

School Resources

The leadership team deploys teaching and Student Learning Support Officers to support students in literacy, numeracy and extra-curricular activities. The Triple E (Engagement, Enrichment and Extension) program provides students with high interest activities including Robotics, Lego Club, Choir and Recorder Club. Small group learning provides identified students with opportunities to remediate learning gaps or accelerate knowledge and understanding through extension activities. A weekly executive meeting provides the opportunity for the leadership team to engage in discussion and have a shared accountability to achieve organisational best practice.

Across the school site, many spaces beyond the designated classrooms are used for learning including the school hall and smaller rooms. By the using many areas of the school's physical environment, the school successfully facilitates flexible learning in response to the needs of students.

Technology continues to support learning with many subscriptions to online learning platforms that support students in the areas of reading, phonics and maths. The use of Seesaw and School Enews supports effective communication between school and home, and the access of learning activities anywhere, anytime.

Ashfield Public School has strong ties to the local community, including the Department of Education (DoE) Community Language Schools program. Each week the Polish, Chinese, Spanish, Italian and Japanese school run language schools on the school site.

The school uses strategic financial management to maximise resources available to implement the School Plan.

Management Practice and Processes

Throughout 2022, the Department of Education (DoE) continued to introduce updates and changes to our financial management systems. The School Administration Manager has kept pace, with hours of self-training to understand the updates and changes and ensure the business side of Ashfield Public School is efficient and on track.

Interaction with the school community via the P&C, parent/teacher meetings and surveys, supports the school's management practices and processes to be responsive to school community feedback. For example, the annual Tell Them From Me parent survey shows that overall, parents have a positive perception of their child's experiences at Ashfield Public School.

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: $108,567.00
Socio-economic background: $23,384.00
English language proficiency: $115,586.00

Summary of progress

The whole school assessment schedule continued to support informed decision- making about allocating resources to
respond to student needs and class teachers showed an increased understanding of the whole school assessment
process. This included teachers being able to effectively timetable and administer multiple assessments throughout the
year. The positive impact of the whole school assessment schedule was the ability of the school to identify student
cohorts and individual students who had not attained expected growth or who had achieved higher than expected growth
in Numeracy and Literacy in the areas of Number & Algebra, Measurement & Geometry, and Statistics & Probability,
Writing and Reading.

The Data Card continued to be used to record and share student achievement data in Numeracy and Literacy at three
points in time across the school year, with the purpose of clearly communicating student growth. The Data Card showed
a Reading Age, a Writing Band level, and a level for Number & Algebra, Measurement & Geometry, and Statistics &
Probability. The Data Card was used at the Term One parent/teacher interview. A majority of respondents to a parent
survey strongly agreed the agreed that the parent/teacher interview provided the opportunity to collaboratively set next
steps and goals for learning in Literacy and Numeracy. Towards the end of the year a review indicated that transitioning
the Data Card to a digital format would improve the practicalities of its use, including reducing teacher administration
time.

Interventions continued to provide the school with a way to act on data, with small group tuition to remediate identified
areas for improvement. Three days each week, 35-minute sessions for Stage 2 & 3 involved class teachers working with
small groups of students to address knowledge, skills and understanding in Literacy that had been identified by data as
being areas for improvement, Students not in the small group learning worked independently on grammar and
comprehension activities and received teachers feedback about these activities from their teacher during class.. Other
interventions included the Bill Crews reading program, EAL/D (English as an additional language/dialect) groups, and
groups run by the Learning and Support teacher. The impact of interventions was positive with teachers developing their
skills to address the learning needs of students, and students showing improvement towards identified 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) 75% of students achieving expected growth in NAPLAN Reading	The Assessment Schedule included the following standardised tests: **Check-In Assessment** The Check-In Assessment was administered to students from Years 3 to 6 in Term Four 2022. The results for this assessment showed overall

1.1 Students achieving expected growth in NAPLAN (Upper bound DoE negotiated target) 75% of students achieving expected growth in NAPLAN Reading	achievement in relation to the State and to a Statistically Similar School Group (SSSG): Year 3: Above state in Reading, below SSSG Year 4: Above state in Reading, below SSSG Year 5: Above state and SSSG in Reading Year 6: Above state and SSSG in Reading **NAPLAN** The NAPLAN was administered to students in Years 3 and 5, in Term Two 2022. 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, Writing, Spelling, Grammar & Punctuation, below SSSG in all areas. Year 5: Above state in Reading, Writing, Spelling, Grammar & Punctuation, above SSSG in all areas.
1.1 Students achieving expected growth in NAPLAN (Upper bound DoE negotiated target) 72% of students achieving expected growth in NAPLAN Numeracy	The Assessment Schedule included the following standardised tests: **Essential Assessment** Each student completed a common grade assessment at three points in the school year. The assessment collected information about an individual students' knowledge, skill and understanding across the three strands of mathematics. The assessment helped to develop our 2022 maths program for all classes by identifying what students understood and misunderstood. The final assessment showed that:: Kindergarten: 57% of students were at or above expected understanding Year One: 93% of students were at or above expected understanding Year Two: 83% of students were at or above expected understanding Year Three: 86% of students were at or above expected understanding Year Four: 32% of students were at or above expected understanding Year Five: 94% of students were at or above expected understanding Year Six: 83% of students were at or above expected understanding **Check-In Assessment** The Check-In Assessment was administered to students from Years 3 to 6 in Term Four 2022. 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 Numeracy, below SSSG Year 4: Above state in Numeracy, below SSSG Year 5: Above state and SSSG in Numeracy Year 6: Above state and SSSG in Numeracy **NAPLAN** The NAPLAN was administered to students in Years 3 and 5, in Term Two 2022. The results for this assessment showed overall achievement in relation to the State and to a Statistically Similar School Group (SSSG):

1.1 Students achieving expected growth in NAPLAN (Upper bound DoE negotiated target) 72% of students achieving expected growth in NAPLAN Numeracy	Year 3: Above state in Numeracy, below SSSG in all areas Year 5: Above state in Numeracy, above SSSG in all areas
1.2 Students achieving in the Top 2 Bands NAPLAN (Upper bound DoE negotiated target) 75% of students achieving in the Top 2 Bands NAPLAN Reading	Individual student data cards focused school leaders and teachers on student growth. Data was collected and recorded for Reading, Writing and the three mathematical strands. This data guided discussion about achievement across the school (Years K-6) including understanding the progress of students who were working to towards minimum proficiency, and high performing students. The discussion involved making decisions about resource allocation to support the identified needs of these students. The Data Card continued to be an important tool for building a professional culture of self-evaluation and reflection to inform classroom and school-level decisions including interventions and initiatives. The Data Card guided teacher discussion about potential barriers for growth across different equity groups: Low/Negative Growth, Medium Growth, High Performing, EAL/D & Disability. This discussion included how to increase accessibility to learning for these equity groups through effective programming and quality resources. The Data Card also guided discussion during the Term One parent/teachers interview. Sharing performance data with parents at the beginning of the year provided parents with a meaningful way to participate in their child's education. For example, communicating the reading age helped motivate parents to support the Home Reading initiative. Sharing performance data reflects educational research which shows parental involvement in school is a key factor in the academic achievement of their children. Linked to the Data Card is NAPLAN data which shows an average of 61.99% students working in the top two NAPLAN bands in 2022. A breakdown of this data shows 61.54% (Year 3) and 77.08% (Year 5) achieving in the Top 2 Bands of Reading.
1.2 Students achieving in the Top 2 Bands NAPLAN (Upper bound DoE negotiated target) 70% of students achieving in the Top 2 Bands NAPLAN Numeracy	The online platform Matific is used from K-6 as an engaging and interactive resource to enrich classroom programs. The development of Matific in 2023 will involve professional learning to more deeply understand the use of Matific to develop personalised programs for students. A breakdown of this data also shows 47.37% (Year 3) and 58.70% (Year 5) achieving in the Top 2 Bands of Numeracy.
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)	Small group learning via interventions is used by Ashfield Public School to close gaps in learning that have been identified by data. Small group learning typically involves students work with a teacher in groups of 4 to 6 students to learn and consolidate specific skills in literacy and numeracy. The Bill Crews Exodus Foundation Reading Program is an example of an intervention which is for students identified as working towards minimum proficiency in reading. The program involves tutors from Bill Crews teaching 4 X one-hour sessions each week to a particular group. There are two groups of students per semester. The literacy program uses the Everyone Can Read resource to teach phonics and reading comprehension. In 2022, twenty students participated in the group with all students showing growth as measured by a reading age and spelling age. The Learning & Support team also runs interventions, with small group learning for students who are working towards minimum proficiency in literacy & numeracy in the areas of phonics, writing, reading, and number. Interventions were also run for students identified as having medium growth in number and writing. The intensive style of small group instructions benefited students to make accelerated growth as learning needs were addressed. A High Performing intervention supported identified students in Stage One

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)	to develop deep thinking and problem-solving skills. This intervention involved a teacher working with small groups from each class, with high performing students having the opportunity to extend their learning. Other High Performing initiatives included a Reading group in Kindergarten, and a Writing group in Stage One. Students in Stage 3 had the opportunity to participate in the Maths Olympiad which is a maths extension program. The Stage 2 & 3 Intervention initiative involved all class teachers (Years 3-6) being released from face-to-face teaching for 3 X 40 minute session. The students not involved in an intervention worked in the School Hall on Literacy Books which focused on grammar and comprehension. The class teachers provided positive feedback on the Interventions describing their effectiveness to engage students who were working towards minimum proficiency. Another intervention involved three Student Learning Support Officers (SLSOs) following a program to work with small groups in Stage One. The focus of these small groups was writing, with attention to developing student ability to accurately use grammatical feature and write well-structured sentences. The impact of this intervention was an increase in students being able to apply the skills of effective writing skills to other areas of their learning. One measure to understand the positive impact of the Interventions on student achievement was the Reading Age (RA). 2022 data which showed students achieving higher than expected growth in Reading Age: Kindergarten 60% (RA 6.6) Year One 44.92% (RA 7.05) Year Two 70.9% (RA 8.03) Year Three 37.77% (RA 9.09) Year Four 48.68% (RA 10.06) Year Five 71.42% (RA 11.06) Year Six 65.21% (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: $32,293.00
QTSS release: $100,671.00
Integration funding support: $108,567.00

Summary of progress

Teaching Sprints continued support teachers to apply professional learning to teaching practices and student outcomes. In 2022 Teaching Sprints covered the areas of Literacy, Numeracy and engaging high performing students. Teachers used DoE policy documents, curriculum documents, current research and student data to analyse and evaluate the types of teaching practices that engage students and support academic growth. This also included differentiating teaching programs to accommodate students with disability and students requiring access to accelerated learning.

Quality Teaching Rounds (QTR) continued to provide the opportunity for teachers to work together and learn from each other's practices. The success of QTR was its contribution to a whole school culture of collaborative teaching practice by enabling teachers to observe and analyse the components of a high-quality lesson with attention the intellectual rigour and learning environment created within the lesson. QTR enabled participating teachers at Ashfield to evaluate their own teaching within a particular lesson and receive feedback from colleagues. In 2022 QTR increased levels of teaching competence.

The general capability continuums continued to provide a reference point for enriching teaching programs by providing next steps for growth. The personal and social capability guides the writing of Individual Education Plans and the Semester Report, and conversations between teachers, therapists and parents. It is firmly embedded into the learning culture of Ashfield Public School. To move forward with the successful use of the Critical and Creative continuum, professional learning will be required in 2023 to support the use of rich learning tasks that engage high performing students to apply their extensive knowledge and understanding to new situations which will be measured using the common grade scale.

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%)	In Term One, the Teaching Sprint focused on the explicit teaching of phonological awareness and word recognition. Teachers used the Literacy Progressions to understand the expected development of phonics from Kindergarten and beyond. Teachers identified each student on a progression and used MultiLit and Soundwaves to develop achievement at the next step. This Teaching Sprint improved teacher capacity to ascertain student ability and barriers to achieving growth. In Term Two, the Teaching Sprint focused on quantifying numbers and additive strategies. For this sprint teachers sourced and created hands-on resources to support students to develop and consolidate their knowledge, skills and understanding. This Teaching Sprint supported teachers to

Year Five 82% (>50%) Year Six 82% (>100%)	understand the specific learning needs of students who had been identified a level of medium growth. The Teaching Sprint also saw a increase in teachers' ability to structure lessons in a way to positively impact on student achievement. In Term Three, the Teaching Sprint focused on developing the ability of High Performing students to craft ideas and use increasingly sophisticated vocabulary and grammar to engage and audience. This Teaching Sprint enabled teachers to consider ways of teaching that extended students through deep thinking and the application of critical thinking. The collection of data to support the Teaching Sprints included data for higher-than-expected growth. In 2022 Essential Assessment data showed students who achieved higher than expected growth in Number & Algebra: Year K: 18/55= 33% Year 1: 49/71= 69% Year 2: 16/56= 29% Year 3: 17/42= 40% Year 4: 12/79= 15% Year 5: 71/83= 86% Year 6: 58/88= 66%
2.2 Students achieving higher than expected growth in Measurement & Geometry 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%)	The first Quality Teaching Round (QTR) focused on the Collaborative Classroom model which is implemented at our school. This professional development increased teacher understanding of how to engage and teach students with complex needs. Teachers who participated in this first round of QTR were able to observe and discuss the impact of teaching practices on the achievement and progress of students who experience a disability. Teachers watched three lessons and used the Quality Teaching Framework to code each lesson. The impact of this first round included teachers increasing their knowledge of effective strategies and use of resources that engage students with complex needs. Six teachers participated in this round of professional learning. The second Quality Teaching Round focused on the K-2 Curriculum Reform in Literacy and Numeracy. As an early adopter school, teachers had the opportunity to learn about the content and the teaching of skills described in the new K-2 English and Mathematics syllabuses. Teachers who participated in this second round of QTR were able to observe the implementation of the syllabuses in Stage One. Professional conversations enabled teachers to provide feedback on the syllabuses to make improvements and influence ongoing improvements. These conversations also enabled teachers to reflect on effective teaching practices for Numeracy and Literacy. Six teachers participated in this round of professional learning. The collection of data to support the Quality Teaching Rounds included data for higher-than-expected growth. In 2022 Essential Assessment data showed students who achieved higher than expected growth in Measurement & Geometry: Year K: 8/55= 15% Year 1: 42/71= 59% Year 2: 8/56= 14% Year 3: 22/42= 52% Year 4: 6/79= 8%

2.2 Students achieving higher than expected growth in Measurement & Geometry 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%)	Year 5: 61/83= 73% Year 6: 35/88= 40%
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%)	The ACARA General Capability continuums continued to provide a framework of understanding to enrich quality teaching practices. The continuums describe relevant knowledge, skills, behaviours and dispositions at particular points of schooling, and enrich teaching practices and school systems. The Personal and Social Capability learning continuum provided teachers with a shared understanding of the expectations for increasingly independent learning and engagement as students progress across the school years. This included the expectation for students to become confident resilient and adaptable with the ability to undertake and persist with increasingly challenging tasks. The language of this continuum is used when speaking with parents and therapists to describe student ability and progress. The Intercultural Understanding learning continuum supported teachers to consider and develop multiple perspectives, inclusive of the many cultural groups at Ashfield Public School. Significant cultural events throughout the year, including Easter, Eid, and Diwali, were acknowledged and aspects for their celebration brought to the attention of the school community. Recognising culture and developing respect is embedded in the school's wellbeing system, and explicitly taught during our Harmony Week and NAIDOC week activities. The use of the Creative and Critical Thinking learning continuum will be a focus in 2023, with professional learning to support the development of rich tasks for students identified as high performing, and to embed problematic knowledge into everyday teaching practices. The collection of data to support the General Capability Continuums included data for higher-than-expected growth. In 2022 Essential Assessment data showed students who achieved higher than expected growth in in Space & Probability: Year K: 18/55 = 33% (>100%) Year 1: 56/71= 79% (>50%) Year 2: 12/56= 21% (>100%) Year 3: 19/42= 45% (>50%) Year 4: 11/79= 14% (>100%) Year 5: 53/83= 64% (>50%) Year 6: 46/88= 52% (>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: $5,585.00
Low level adjustment for disability: $113,386.00
Refugee Student Support: $0.00
Per capita: $25,450.00
AP Curriculum & Instruction: $90,343.00

Summary of progress

The effective adjustment of programs continued to involve teachers collaboratively planning, reflecting and evaluating on effective teaching practices including the use of quality resources and the differentiation of content. During stage meetings teachers discussed how to adjust programs to meet student learning needs including students who experience a disability, and students identified as high performing. Related to the adjustment of programs was how to write report comments that reference the common grade scale (A-E) and clearly articulate student achievement. Continued focus is required on accommodating students working towards minimum proficiency and high performing students in the key learning areas of History, Geography, Creative Arts, PDHPE and Science.

Team teaching continued to involve teachers using meetings to plan, review and evaluate teaching practices, activities, programs, and strategies to engage students in effective learning. Team teaching enabled Stage teams to work collaboratively to use the strengths of particular teachers for planning, locating, and designing resources. The benefits of the team-teaching approach were the sharing of responsibility, the deepening of professional relationships, and the growing confidence in shared decision making so as to benefit student outcomes.

Collaborative classrooms continued to enable students enrolled in the Support Unit to learn a class alongside students enrolled in the mainstream. In 2022, this collaborative classroom model included KC Crab, 1/2C Murray-Naguel, and 3/6C Clownfish. The physical set-up and organisation of collaborative classrooms provides space for students who experience a disability to receive one-to-one support from teachers and Student Learning Support Officers (SLSO's) and achieve the goals of Individual Education Plans. Throughout the day, timetabled learning activities, as well as excursions, performances and other initiatives in the collaborative classroom provided the opportunity for all students to learn together. This resulted in increased resilience, positive role modelling and deeper empathy for inclusion and embracing diversity.

The school continued to emphasis the importance of applying literacy and numeracy skills across the curriculum, with many opportunities to explicitly teach maths and English in other subject areas. This was about the students being able to transfer skills and knowledge to develop deeper knowledge and understanding in the Key Learning Areas (KLA's) of History, Geography, Science, Visual Arts and Personal Development, Health and Physical Education. Continued professional learning will develop teacher ability embed maths and English concepts in these KLA's.

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)	Ongoing evaluation of programming and its impact on the teaching, learning and assessment cycle continued to be part of scheduled Stage Meetings.

	Teachers continued to consider how to cater for the diversity of student learning needs and improve student learning outcomes. This was achieved by teachers selecting and sequencing learning experiences to support students to develop skills and knowledge.
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)	Professional learning on how to differentiate a program included supporting teachers to adjust lesson content to different students depending on their starting level and expectations for learning in that lesson. Keeping high expectations for success, using explicit teaching and providing feedback remained central to successfully differentiating a program to engage the diversity of learners. In 2022 attention was given to creating a whole-school protocol for adjusting programs. This included using the common grade assessment to develop rich tasks for each Stage, particularly to engage students at an A or B level of achievement. Tasks were designed to extend high performing students beyond their current level of mastery for deep knowledge and understanding. For students at a D or C level of achievement, a focus was on quality and scaffolded teaching practices to support the development of knowledge and skills as the foundation for extended learning opportunities. Continued professional learning in these areas will develop teacher ability. One way to measure the impact of adjusting programs to engage students at their level of ability was student growth in the Writing Band (WB). 2022 data shows: Kindergarten (WB 2) **2024 Target** 56% 2022 **Actual** 74% Year One (WB 3) **2024 Targe**t 60% 2022 **Actual** 10% Year Two (WB 4**) 2024 Target** 64% 2022 **Actual** 15% Year Three (WB 5) **2024 Target** 40% 2022 **Actual 1**9% Year Four (WB 6) **2024 Targe**t 62% 2022 **Actual** 15% Year Five (WB 7) **2024 Targe**t 62% 2022 **Actual** 39% Year Six (WB 8) **2024 Target** 56% 2022 **Actual** 7%
3.2 Portion of students:: Attendance target: attending school >90% of the time Wellbeing target: portion of students reporting expectation for success, advocacy and sense of belonging at school 93.9%	As part of team teaching, Stage teams met termly to analyse and evaluate students writing samples as part of a Consistent Teacher Judgement (CTJ) moderation process. Using the Writing Band Tool, 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. Though the CTJ process, students are identified for small-group, high-impact learning interventions that align with our School Improvement Plan 2021-2024. As part of team teaching, teachers meet regularly to discuss whole-school data to identify students who are performing below, at and above age-expected requirements in Reading, Writing and Numeracy. This professional conversation is a time for teachers to nominate students for small group interventions that provide an opportunity to remediate gaps in learning. The evolution of Collaborative Classes in 2023 continued to strengthen and embed in the Ashfield Public School culture, The model combines a Support Unit class and a Mainstream class into a single class group. The positive impact of this model of inclusive education is the observable positive sense of self-worth in 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 three collaborative classrooms across the school are set up to cater for the needs of all students, inclusive of ability to maximise learning

3.2 Portion of students:: Attendance target: attending school >90% of the time Wellbeing target: portion of students reporting expectation for success, advocacy and sense of belonging at school 93.9%	opportunities and consistently support all students to develop socially, emotionally and academically in a safe, inclusive learning space. Collaborative classroom teams continually to develop professional knowledge to increase their capability to support current best practice and keep up to date with current and policies and legislation regarding the education of students who experience a disability. In 2022, students in Years 4, 5 & 6 completed two Tell Them From Me surveys that helped us understand the impact of inclusive practice. Overall, 86.6% of students identified as having positive wellbeing, which was averaged across all three measures of the surveys: 1) Advocacy at school = 86%, 2) Expectations for Success = 95% & 3) Sense of belonging = 79%.. Linked to wellbeing is regular school attendance. At Ashfield Public School in 2022, the overall attendance was 60.38% of students at or above 90% attendance, 19.62% of students between 85% to 90% attendance, and 20% of students below 80% attendance. The Personal and Social Capability Continuum is being used to develop Attendance Plans to support students who have been identified as requiring support to maintain regular attendance.
3.3 Percentage of students who feel challenged in their English and Maths classes and feel confident of their skills in these subjects. 46% percentage of students feel they have high skills and have high challenge SNAPSHOT ONE 48% percentage of students feel they have high skills and have high challenge SNAPSHOT TWO	Developing student's ability to apply literacy & numeracy skills into other Key Learning Areas strengthens critical thinking and deeper knowledge and understanding. It is an area for continued teacher professional development in 2023. In 2022, data collection helped to identify mathematical concepts that could be developed in the Key Learning Areas of Science and PDHPE, including explicitly teaching students how to collect and record data. The Check-in Assessment Data (Term 1, 2022) indicated that as a cohort, Year 4 students under-performed in Multiplicative Thinking and Year 6 students under-performed in Statistic and Probability. Teachers prepared lessons to address this underperformance, and included whole numbers, decimals, ratio and percentage. Post assessments showed that Stage 2 students improved their marks by 54%, and 97% of Stage 3 students made progress. NAPLAN Data 2022 showed that Measurement and Geometry Thinking was also an area for improvement. The introduction of a daily numeracy warm-up activity was introduced and teachers were supported to integrate the vocabulary of Measurement and Geometry when teaching other Key Learning Areas. The 2022 Tell Them From Me student surveys helped to measure the success of embedding Literacy and Numeracy into other KLA's. 36% 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 42% in Survey Two.

Funding sources	Impact achieved this year
Integration funding support $217,134.00	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:** • Consolidation and further development of Student Learning Support Officers (SLSO's) to build their capacity to work collaboratively with classroom teachers and engage students who experience disability. • Targeted professional development of SLSO's to teach specific skills to students that address learning deficits which have been identified by data. These small groups occur throughout the school day under the supervision of teachers within the classroom setting during whole class learning sessions. • Developing the ability of classroom teachers to write Individual Education Plans including collaborating with carers and stakeholders to develop and conduct regular reviews. • • • • **The allocation of this funding has resulted in the following impact:** Increased confidence reported from SLSO's, who now have developed a greater ability to support students who experience disabilities. More opportunities for students who experience disabilities to actively participate in learning as part of a larger class cohort. Increased capacity to deploy staff in ways that address the learning needs of all students in the school. A team of professionally capable staff who can teach students who experience disabilities specific skills that positively impact on student learning outcomes. **After evaluation, the next steps to support our students will be:** Streamlining the collection and use of the use of data to measure the impact of small group learning on student progress and achievement. Streamlining whole-school systems to allow more Student Learning Support Officers to lead small group learning, with continued professional learning opportunities to improve their ability to engage students and provide effective instruction.
Socio-economic background $23,384.00	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:** • Adding to parent contributions for Online Learning platforms including Matific, Essential Assessment and Accelerated Reader.

| Socio-economic background

$23,384.00	• Continuing to provide funding to individual families and students to attend excursion and school camps. • Purchasing school uniforms and school lunches to support identified families. • Implementing social and personal capability and academic learning interventions for students experiencing challenge and adversity. • Professional development to develop staff understanding of equity and how to support students from disadvantaged backgrounds to engage in successful education. **The allocation of this funding has resulted in the following impact:** Ongoing support for families and students who are experiencing educational disadvantage because of socioeconomic circumstances. An increased sense of belonging to the school community for families and students who face issues of educational disadvantage due to socioeconomic circumstances. An increased awareness across all staff regarding effective inclusive practices and the engagement of students who are challenges by educational disadvantage due to socioeconomic circumstances. **After evaluation, the next steps to support our students will be:** Continuing to use the weekly Learning Support Team meeting to identify and resolve issues that are impacting on the engagement, learning and success of students. Ongoing collaboration with the school School Administration Officer to allocate money to support students from families with financial difficulties to enable participation in school activities including camp, and excursions. Continued and consistent professional learning for all staff around inclusivity and engagement of all students including those educationally disadvantaged by socioeconomic circumstances.
Aboriginal background

$5,585.00 | 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:
• Daily commencement of morning lines and fortnightly assembly with an Acknowledgement of Country which has been written to include our school context.
• First Nation flags always flying on the school flagpoles.
• Supporting First Nations students with a weekly Yarning Session, with students meeting an identified staff member who provided advice, education, and assistance, including working closely with families.
• The collaboration of educators with First Nations families and students to write Individual Personal Leaning Pathway's (PLPs) to develop social, emotional, and personal goals as well as academic goals in literacy and numeracy.
• Focusing on the social, emotional and educational wellbeing of First Nations students by supplying personal requirements including food for lunches and school uniforms.
• Ongoing monitoring of attendance for First Nation students with the school collaborating with families to support regular attendance.
• Ongoing and consistent professional development of staff across the school to continue to develop understanding the significance of indigenous perspectives in all KLAs.. |

| Aboriginal background

$5,585.00 | • Purchase of an original artwork by a First Nations artist for display in the foyer.
• All school gates have been named with a word from the Eora language, with a sign attached to each gate to display this name.

The allocation of this funding has resulted in the following impact:
Continued enrichment of the whole school culture where First Nations students and families feel welcome, valued, appreciated, understood and that they belong.

Visibility of our local First Nations language with signs to identifying the location of school gates in the Eora language as part of improved WHS procedures.

Professional development of staff has increased our school's capacity to support learning and engagement by being empathetic to issues affecting First Nations people, and increasing understanding of First Nations culture.

Using the Personal Learning Pathway (PDP) to develop cultural goals.

Individual Education Plans for First Nations students to track the areas of improvement and growth which have been identified by data.

Small group learning for First Nations students providing specific support in Literacy and Numeracy.

Programs and opportunities developed and tracked to engage First Nations students in a range of social and academic activities.

Annual celebration of NAIDOC week with Koomurri giving all students and teachers and opportunity to know and understand first Nations culture, as presented by First Nations people.

After evaluation, the next steps to support our students will be:
Ongoing Professional development for staff to deepen cultural understanding and effective ways to sustain and grow positive relationships with our First Nations families and communities.

Scheduling a once per term 'Cuppa and a Yarn' breakfast mornings to further develop links with our First Nations families within the school community.

Ongoing development of strategies to focus on individual student growth in literacy and numeracy.

Inviting Koomurri, a First Nations performance group to share and celebrate culture with the school community.

Continuing to profile First Nations culture through signage, ceremony, curriculum activities and event.

Identify the progress of First Nations students on General Capabilities continuums including the Personal and Social Capability and the Intercultural Understanding continuums. |
| English language proficiency

$115,586.00 | 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:
• Regular small group instruction for students in the Beginning and Emerging phases of EAL/D, delivered by a specialist EAL/D Teacher.
• Professional learning to support teachers complete annual EAL/D survey, |

English language proficiency $115,586.00	which increased understanding of student capability and next steps for learning. • Specialist EAL/D teacher supports class teachers to identify the capability of EAL/D students on the EAL/D progressions. • The development of adjusted teaching and learning programs to support students in the Developing and Consolidating phases of EAL/D within the classroom. • The development of differentiated programs in History, Geography, PDHPE and Science that embed Literacy skills and support EAL/D students to engage successfully with all learning activities. • The ongoing development of a tiered approach to reading with decodable texts for beginning readers, PM Library texts for developing readers and Accelerated Reader texts for students consolidating and advancing their reading skills. **The allocation of this funding has resulted in the following impact:** Throughout 2022, EAL/D support was delivered in two ways: 1) Students in the Beginning and Emerging phases participated in weekly withdrawal groups, which were taught by a specialist EAL/D Teacher. 2) Students in the Developing and Consolidating phases were supported within the classroom program. Support for EAL/D students was improved by High Impact Professional Learning for teachers. This included an EAL/D survey to provide information about the levels of teacher proficiency and confidence to differentiate lessons to engage EAL/D students. The information from the survey guided the direction of the professional learning. As part of the Professional Learning, EA/LD teachers led team meetings to help classroom teachers use the EAL/D progressions to identify the capability of EAL/D students. Professional Learning increased teacher understanding of the EAL/D progressions and provided the opportunity for rich discussion. Professional Learning provided the opportunity for EAL/D teachers to provide feedback on the needs of individual students and the implications for successful programing and quality teaching within a whole class context. The Semester Report contained an insert for EAL/D students to show progress in Speaking & Listening and Reading. The increased parent understanding of student progress and was an important aspect of accountability for supporting EAL/D students. **After evaluation, the next steps to support our students will be:** Provide teachers with Professional Learning about the ESL scales to provide a set of benchmarks against which the full range of ESL learners' achievements in English may be measured. Continue to use the EAL/D progressions to support a shared language among teachers regarding EAL/D learners. Continue to assist teachers make consistent formative and summative judgements about the achievement of EAL/D students.
Low level adjustment for disability $113,386.00	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:**

| Low level adjustment for disability

$113,386.00 | • Instructional Leaders streamlined the whole school data collection processes to more efficiently identify students with additional learning needs, with the Learning Support Team meeting a time to discuss this data and plan for interventions.
 • Employment and training of Student Learning Support Officers (SLSO's) to strengthen the school's capacity to support students with disability to access the school curriculum alongside their peers and make academic growth.
 • Ongoing professional development for writing Individual Education Plans and Behaviour Support Plans to identify and monitor students' engagement and achievement and plan for next steps to achieve expected growth.
 • Continuing professional development to upscale the Collaborative Classrooms model and embed a pedagogy of inclusivity and differentiated instruction.
 • Enabling students who experience a disability to engage with learning activities alongside their classmates.
 • Instructional leaders supporting teachers to build their capacity for effective and impactful collaborative practices that 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 the following impact:
Students who experience a disability are consistently engaged in teaching and learning activities alongside their classmates.

Increased teacher capacity to work collaboratively in Stage Teams and School-wide Teams and support inclusive learning in classrooms.

Improved satisfaction for parents of a child who experience a disability, with these parents reporting that they feel known, valued and supported to engage their child in a positive, inclusive and engaging education.

Increased efficiency to collect and anlayse school-wide data to improve outcomes for students who experience a disability or who have special learning needs - socially, emotionally and academically.

Increased teacher confidence and ability to provide innovative and differentiated teaching and learning programs and experiences that consistently engage students according to their ability.

After evaluation, the next steps to support our students will be:
Further professional development to improve the capacity of all Student Learning Support Officers to deliver high impact literacy and numeracy programs through small group instruction within classrooms, working alongside class teachers.

Scheduling ongoing professional development centred around building pedagogy on the adjustment of programs in all Key Learning Area that meet the needs of all students inclusive of their learning needs.

Continuing to evolve the Collaborative Classroom model to develop quality evidence based teaching practices with the opportunity for teachers to observe each other through initiatives such as Quality Teaching Rounds. |
| Professional learning

$32,293.00 | 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:
 • Instructional leaders worked with class teachers to develop and deliver small group instruction interventions including the ongoing collection and |

| Professional learning

$32,293.00 | analysis of data to understand student need and student progress.
 • Continuing Teaching Sprints each term which focused on a range of professional learning needs which were identified by school context, teacher need, and student data. These sprints continued across each term and included:
- Phonological awareness and word recognition
- Quantifying numbers & additive strategies
- Crafting Ideas using sophisticated vocabulary and grammar.
 • Continual analysis and tracking of mandatory WHS training for all staff for compliance and competency in Child Protection, emergency & first aid procedures, and to meet DoE policy requirements.
 • Continual analysis and tracking of mandatory WHS training for all staff for compliance and competency in Child Protection, emergency & first aid procedures, and to meet DoE policy requirements.
 • Targeted professional development for teachers via participation in Quality Teaching Rounds (QTR) which provided training on the development and delivery of high impact lessons as measure by the Quality Teaching Framework. QTR provided the opportunity for teachers to engage in professional discussions about their teaching practice and next steps toward improving student outcomes.

The allocation of this funding has resulted in the following impact:
Improved teacher confidence to analyse data and identify the learning needs of students.

Improved teacher capability to respond to data by teaching a small group over a short period of time and understand the impact of this teaching on remediating the identified learning gap.

Improved teacher confidence and capacity to create differentiated assessment tasks that measure student achievement in critical thinking.

Improved teacher competence to understand and follow the policies and procedures of the DoE that protect young people and keep them safe.

Improved teacher confidence to develop and deliver lessons that align with the Quality Teaching Framework and improve student outcomes.

After evaluation, the next steps to support our students will be:
Ongoing targeted professional learning that develops teacher ability to meet the needs of students across the whole school (K-6). as identified by data.

Continuing to find ways to improve data collection processes and protocols that enables the identification of issues regarding effective teaching practices.

Responding in a timely manner to the issue of ineffective teaching practices by providing individualised professional learning for identified teachers.

Streamlining the monitoring of mandatory training to support staff to meet DoE requirements in a timely manner. |
| QTSS release

$100,671.00 | 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:
 • Ongoing support for teachers seeking accreditation at Proficient level through a schedule of regular meetings with the teachers to organise the collection and annotation of evidence for accreditation. Professional dialogue between the graduate teacher and instructional leader focused on Professional Knowledge, Professional Practice and Professional |

| QTSS release

$100,671.00 | Engagement.
 • Instructional leaders, including the Assistant Principal, Curriculum and Instruction (APCI), analysed whole school data to understand patterns of achievement across the whole school (K-6). This included understanding and overcoming equity issues for individual students.
 • Maintaining a school focus on Writing, Reading and Numeracy data to longitudinally track student growth and achievement.
 • Teachers across the school participated in Quality Teaching Rounds to further improve best practice in developing and delivering innovative and differentiated teaching and learning sequences assessed again the Quality Teaching Framework.
 • Instructional leaders working with teachers to apply the What Works Best toolkit and reflect on classroom practice including identifying areas of strength and areas for development.

The allocation of this funding has resulted in the following impact:
Graduate 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.

The effective use of data by Instructional Leaders in Literacy and Numeracy to identify students needing intervention across all equity groups including low growth, students who experience a disability, students with English as an additional language/dialect (EL/D) and high performing students.

Improved performance of classroom teachers to effectively use a regular collection of data to adjust programs and group students more effectively to allow for high impact differentiated teaching practices.

After evaluation, the next steps to support our students will be:
Continue to support graduate teachers to achieve proficiency and support all teachers to maintain their current level of accreditation. by providing high impact professional development and facilitating professional dialogue about how to apply the teaching standards to daily teaching practice.

Develop a range of effective strategies to collect data more effectively on a student's personal and social capability and critical and creative thinking capability.

Continue to use the Works Best toolkit to develop quality teaching practices that engage all students.

Continue to support for K-2 teachers in the implementation and delivery of curriculum reform in English and Mathematics.

Develop of a range of high impact professional learning opportunities for 3-6 teachers in preparation for impending mandatory curriculum reform across all KLAs in 2024. |
| COVID ILSP

$67,757.00 | 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 2022.

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:
 • Small group interventions were facilitated by a specialist learning support teacher with a focus on narrowing the gap in student learning across Literacy and Numeracy.
 • Data from the Whole School Assessment Schedule was used to identify students for the intervention.
 • Interventions occurred in a designated area of the school, with a timetable to enable students to participate in regular lessons each week. |

| COVID ILSP

$67,757.00 | • Student progress was documented and tracked using PLAN2 (Planning Literacy and Numeracy) to understand and measure growth.

The allocation of this funding has resulted in the following impact:
Students identified as having lower than expected growth participated in small group learning, with a result of improved outcomes for these students in specific areas of literacy and numeracy.

Improved collaborative practice with instructional leaders, assistant principals, specialist teachers and classroom teachers sharing a whole school commitment to small group interventions that remediate identified learning gaps.

An evolving professional dialogue around using data to identify and select students for small group interventions.

The increasingly effective use of data to measure student growth and understand the impact of small group interventions.

Upscaling the use of interventions with classroom teachers helping specialist teachers to teach small groups of students and address identified gaps in learning.

Improved classroom instruction with teachers developing effective strategies to engage students who are working towards minimum proficiency in Literacy and Numeray.

Ongoing collaborative practice between specialist teachers and classroom teachers to support the consistent adjustment of programs.

A whole school culture of accountability for students who are not meeting minimum proficiency in Literacy and Numeracy.

After evaluation, the next steps to support our students will be:
Continuing to identify students who are not meeting minimum proficiency in Literacy and Numeracy or who have other specific learning needs.

Responding to identified learning needs with the use of small group interventions.

Developing the effective use of PLAN2 and similar online data collection platforms to record and track student progress longitudinally across the school years.

Ongoing professional learning to build teacher capacity to use the Literacy and Numeracy progressions and ESL scales to create effective small group intervention targets for students that are achievable and measurable over short periods of time.

Continued use of the Literacy and Numeracy progressions during school reporting periods to engage the parent community and continue to build a shared narrative for success that shows clear next steps for ongoing growth and achievement.

Use of the ESL scales across the school to support assessment and reporting. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	251	252	256	259
Girls	230	219	225	217

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	93.8	92.9	94.0	92.1
1	92.7	91.0	94.2	88.0
2	94.5	91.0	92.8	89.5
3	95.6	92.5	94.4	88.0
4	92.7	93.9	93.2	90.0
5	95.8	94.1	96.2	90.7
6	94.5	93.0	93.6	88.6
All Years	94.2	92.6	94.2	89.6
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.6
Classroom Teacher(s)	18.73
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.6
School Administration and Support Staff	6.78
Other Positions	0.8

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Ashfield Public School 1065 (2022)

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	116,072
Revenue	5,528,632
Appropriation	5,145,304
Sale of Goods and Services	5,352
Grants and contributions	374,569
Investment income	2,207
Other revenue	1,200
Expenses	-5,427,103
Employee related	-4,769,119
Operating expenses	-657,984
Surplus / deficit for the year	101,529
Closing Balance	217,601

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.

Ashfield Public School 1065 (2022) Printed on: 3 April, 2023

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	161,350
Equity Total	264,189
Equity - Aboriginal	6,116
Equity - Socio-economic	23,384
Equity - Language	115,586
Equity - Disability	119,104
Base Total	3,977,232
Base - Per Capita	125,450
Base - Location	0
Base - Other	3,851,782
Other Total	453,352
Grand Total	4,856,124

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.

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 (2018-2022) shows a slight decrease of Year 3 students in the Bottom 2 Bands, and a slight decrease of Year 3 students in the Top 2 Bands. There was a slight increase of Year 3 students in the Middle 2 Bands. There was an increase of Year 5 students in the Bottom 2 Bands and an increase of Year 5 students in the Top 2 Bands. There was a decrease of Year 5 students in the Middle 2 Bands.

An analysis of NAPLAN Writing data (2018-2022) shows an increase of Year 3 students in the Bottom 2 Bands, and a slight increase of Year 3 students into the Top 2 Bands. There was a decrease of Year 3 students from the Middle 2 Bands. There was a decrease of Year 5 students in the Bottom Bands and a decrease of Year 5 students in the Top 2 Bands. There was an increase of Year 5 students in the Middle 2 Bands.

An analysis of NAPLAN Numeracy data (2018-2022) shows a decrease of Year 3 students in the Bottom 2 Bands, and a decrease of Year 3 students in the Top 2 Bands. There was an increase of Year 3 students in the Middle 2 Bands. There was an increase of Year 5 students in the Bottom 2 Bands, and an increase of Year 5 students in the Top Bands. There was a decrease of Year 5 students in the Middle 2 Bands.
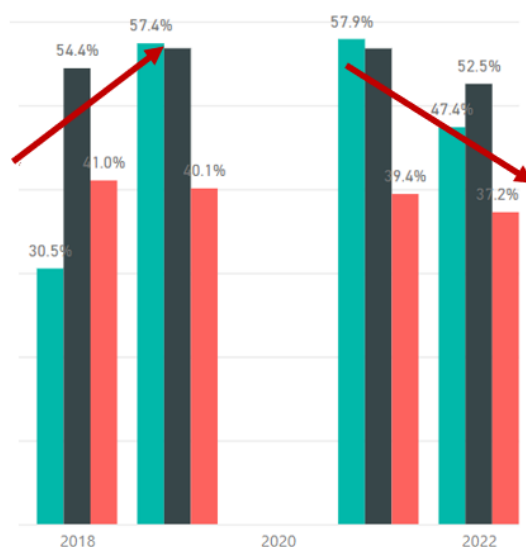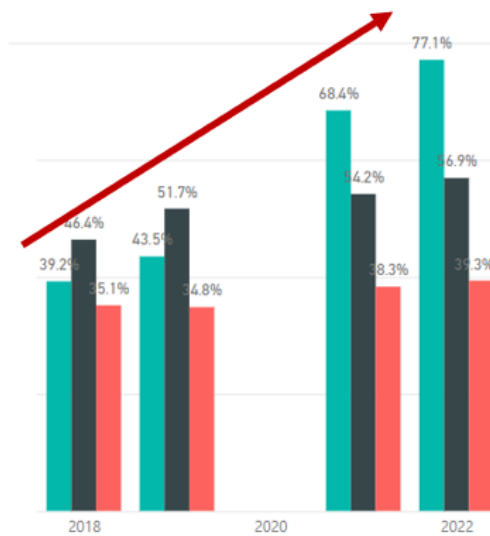

Year 3 Numeracy - Top Two Bands
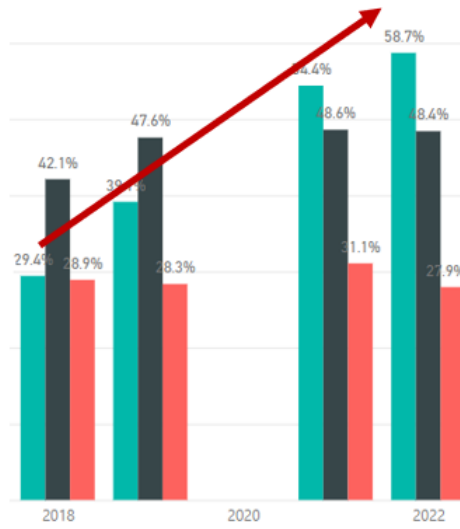
Year 5 Numeracy - Top Two Bands
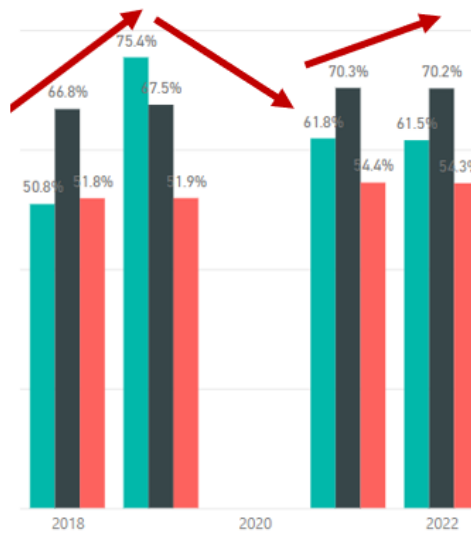
Year 3 Reading - Top Two Bands

Year 5 Reading - Top Two Bands

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 10th October 2022 and 15th November 2022.There were 202 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: 8.5

I can easily speak with my child's teachers: 8.1

Teachers listen to concerns I have: 7.8

I can easily speak with the school principal: 8.5

PARENTS ARE INFORMED

School Mean (6.9) NSW Government Mean (6.6)

Reports on my child's progress are written in terms I understand: 7.0

If there were concerns with my child's behaviour at school, the teacher would inform me immediately: 7.7

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

I am informed about my child's social and emotional development: 6.3

PARENTS SUPPORT LEARNING AT HOME

School Mean (5.6) NSW Government Mean (6.3)

Discuss how well your child is doing in his or her classes: 4.9

Ask about any challenges your child might have at school: 5.2

Encourage your child to do well at school: 6.4

Praise your child for doing well at school: 6.4

SCHOOL SUPPORTS LEARNING

School Mean (6.9) NSW Government Mean (7.3)

Teachers have high expectations for my child to succeed. 6.7

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

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

Teachers take account of my child's needs, abilities, and interests. 7.3

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: 7.4

My child is clear about the rules for school behaviour: 8.4

Teachers devote their time to extra-curricular activities: 7.5

SAFETY AT SCHOOL

School Mean (7.9) NSW Government Mean (7.4)

Behaviour issues are dealt with in a timely manner: 7.6

My child feels safe at school: 8.3

My child feels safe going to and from school: 8.1

The school helps prevent bullying: 7.8

INCLUSIVE SCHOOL

School Mean (7.6) NSW Government Mean (6.7)

Teachers help students who need extra support: 7.8

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

School staff take an active role in making sure all students are included in school activities: 8.0

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 10th October 2022 and 3rd November 2022.. There were 19 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: 6.7

School leaders have helped me create new learning opportunities for students: 7.5

School leaders have helped me improve my teaching: 6.9

School leaders have provided guidance for monitoring student progress: 7.0

COLLABORATION

School Mean (7.8) NSW Government Norm (7.8)

I work with other teachers in developing cross-curricular or common learning opportunities: 7.2

I talk with other teachers about strategies that increase student engagement: 7.5

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

I discuss learning problems of particular students with other teachers: 8.6

LEARNING CULTURE

School Mean (8.1) NSW Government Norm (8.0)

I give students written feedback on their work: 6.8

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: 8.8

DATA INFORMS PRACTICE

School Mean (7.8) NSW Government Norm (7.8)

My assessments help me understand where students are having difficulty: 8.0

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way: 7.4

I use results from formal assessment tasks to inform my lesson planning: 8.7

I give students feedback on how to improve their performance on formal assessment tasks: 8.3

TEACHING STRATEGIES

School Mean (7.8) NSW Government Mean (7.9)

I help students set challenging learning goals: 7.2

My students are very clear about what they are expected to learn: 8.1

Students receive feedback on their work that brings them closer to achieving their goals: 8.2

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

TECHNOLOGY

School Mean (6.6) NSW Government Mean (6.7)

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts: 6.9

I use computers or other interactive technology to give students immediate feedback on their learning: 6.6

I help students use computers or other interactive technology to undertake research: 7.9

I work with students to identify a challenging learning goal relevant to the use of interactive technology: 7.6

INCLUSIVE SCHOOL

School Mean (7.9) NSW Government Mean (8.2)

I am regularly available to help students with special learning needs: 7.4

I strive to understand the learning needs of students with special learning needs: 8.3

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: 8.6

PARENT INVOLVEMENT

School Mean (7.6) NSW Government Mean (6.8)

I share students' learning goals with their parents. 7.7

I use strategies to engage parents in their child's learning. 7.3

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: 17th March to 5th April 2022 (222 students)

Snapshot Two: 19th October to 10th November 2022 (212 students)

The number of students by year level is:

Year 4: Snapshot One (67) Snapshot Two (54)

Year 5: Snapshot One (79) Snapshot Two (76)

Year 6: Snapshot One (76) Snapshot Two (82)

STUDENT PARTICIPATION IN SCHOOL SPORTS

Snapshot One

76% of students had a high rate of participation in sport.

Snapshot Two

72% of students had a high rate of participation in sport.

The NSW Government norm is 83%

STUDENT PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES

Snapshot One

84% of students had a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.

Snapshot Two

80% 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

79% 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

81% 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

91% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Snapshot Two

90% 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

49% of students do homework for their classes with a positive attitude and in a timely manner.

Snapshot Two

43% 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

91% of students that do not get in trouble at school for disruptive or inappropriate behaviour.

Snapshot Two

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

The NSW Government norm is 83%

STUDENTS WHO ARE INTERESTED OR MOTIVATED

Snapshot One

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

Snapshot Two

78% of students are interested and motivated in their learning.

The NSW Government norm is 78%

EFFORT

Snapshot One

85% of students try hard to succeed in their learning.

Snapshot Two

87% of students try hard to succeed in their learning.

The NSW Government norm is 88%

EFFECTIVE LEARNING TIME

Snapshot One

7.8 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

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

The NSW Government norm is 7.9

EXPLICIT TEACHING PRACTICES AND FEEDBACK

Snapshot One

7.3% 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

20% of students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.

Snapshot Two

19% 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

7.3 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

POSITIVE TEACHER-STUDENT RELATIONS

Snapshot One

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

Snapshot Two

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

The NSW Government norm is 8.4

POSITIVE LEARNING CLIMATE

Snapshot One

6.7 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

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

Snapshot Two

7.7 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

Supporting First Nations students and their families is about a whole school commitment to inclusion and embracing diversity.

This involves listening, learning and seeking to understand the contemporary issues of First Nations Australians, and embedding First Nations perspectives into the curriculum and practices of Ashfield Public School.

Assigning an Assistant Principal for Wellbeing and Support with a weekly Koori Club for our First Nations students to come together and learn about and celebrate culture.

The Assistant Principal maintains regular contact with our First Nations families and assistance to overcome challenges to engagement and learning.

The school proudly flies the First Nations and Torres Strait Island flags alongside the Australian flag, has a daily Acknowledgment of Country for morning lines and assemblies, embeds First Nations perspectives and learning into teaching programs and celebrates and acknowledges First Nations events.

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

We understand that racism can take many forms, such as jokes or comments, name-calling and put downs. Racism can happen intentionally or unintentionally. It be unconsciously embedded in school systems, teaching practices, content, ad interactions with others.

At Ashfield Public School, any form of racism is treated seriously. It is an expectation that students, families and staff are accountable for any behaviour that may be considered racist, to understand the impact of this behaviour, to immediately cease this behaviour and seek to repair any harm caused to others because of their words or actions. This includes seeking to develop a personal understanding of racism and its negative impact on others.

Proactively, Ashfield Public School has a wellbeing system that promotes inclusion and the celebration of diversity. This is about supporting positive relationships with every person feeling valued, respected, and empowered to achieve their best.

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

At Ashfield Public School, anti-racism education includes:

Understanding that our students, families and staff identify with multiple cultural identities and ancestries that impacts our perspectives, behaviour, how we interact in the world, and our personal identities.

The annual celebration of Harmony Week to promote anti-racism and intercultural understanding and positive relationships between students from all cultural backgrounds.

Teachers using a range of culturally inclusive teaching practices that provide students with the opportunity to know and understand cultural identity and cultural complexity.

The Word of the Week initiative, which is a weekly acknowledgement of the diverse, multilingual backgrounds of our students. The initiative involves a word being translated into the different languages spoken at the school and shared on morning lines.