School context statement

Ashfield Public School, with an enrolment of approximately 288 students in 2014 including 75% students from a non-English speaking background, is a community school with committed teachers and rigorous curriculum programs focused on academic growth and development.

The school includes a support unit consisting of three classes that cater for students with Special Needs, including Moderate Intellectual Disabilities, Down’s Syndrome, Global Developmental Delay, Autism Spectrum Disorder and Sensory Processing Disorders.

As a 21st Century school Ashfield Public School uses digital technologies to support student learning including a BYOD (Bring Your Own Device) initiative. As part of its commitment to every child, every opportunity, it operates a K-6 Triple E (Engagement, Enrichment and Extension) program across the Key Learning Areas.

Ashfield Public School is an inclusive school and nurtures the social success of each individual by maintaining a positive and caring learning environment.

Principal’s Message

I joined Ashfield Public School in 2014 with a personal commitment in leading students, staff and members of the community to continuously achieving the best possible learning outcomes and wellbeing of all students.

This includes:

- leading teaching and learning to raise student achievement across the school at all levels by achieving the 14 elements of the School Excellence Framework.
- engaging in professional learning to develop myself and others
- Deliver a quality 21st century education within a school that is a committed to intellectual quality.
- leading improvement, change and innovation.
- leading the management of the school.
- engaging and working with the community.
- creating and sustaining the conditions under which quality teaching and learning thrive.
- creating a whole school culture of inclusiveness positivity and engagement.

My arrival at the school included recognising the outstanding commitment by teachers to provide high quality educational opportunities. This included initiatives like the Homework Club, Harmony Day and supporting children with special learning needs.

My arrival at the school also saw some changes. For example, 2014 saw the rebranding of the school with Every Child, Every Opportunity, Every Student, which embodies the school’s focus on implementing and measuring whole school initiatives that improve outcomes for students with additional learning and support needs. There was also a special focus on accelerated learning with whole school initiatives including the introduction of the Triple E program for students.

Of significance was the commencement of School Plan 2015 – 2017 process which included parent, teacher and student contribution. The plan is about the strategic delivery of education to show measurable growth and development within an inclusive, caring, innovative and engaging learning environment.

It is with pleasure that I sign off on this Annual School Report (ASR) that reports on the learning programs and activities that make up the high educational culture of Ashfield Public School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Damien Moran
P & C Message

2014 was a huge year for the school’s Parents and Citizens Association (P&C). We expanded both our numbers as well as our structure to reflect the growth in our school student population. Midway through the school year, the P&C changed to an Executive Format, which saw the P&C Executive (President, Vice-Presidents, Treasurer and Secretary) meet with the principal every week. This change was in direct response to the realisation that P&C matters were no longer adequately served by once a term general meetings. In this way, the P&C Executive and school Executive were better able to plan and strategize for our school. This collaboration was most apparent when the school Executive and P&C Executive participated in an all-day School Plan planning meeting. The P&C also voted to move the AGM from Term One to Term Four, which better enables the P&C to plan for the following year. Because APS P&C strives to support the students, staff and families that make up our school community, we added standing committees with elected committee chairs to our P&C structure. The 5 committees for 2014 were Canteen Committee, Second Hand Uniforms and School Bags Committee, Grants Committee, Fundraising Committee, and Garden Committee.

Only a couple of weeks after election, our Canteen Committee successfully ran the Harmony Day Picnic canteen. Success at this evening event was recreated for other special events such as Mother’s Day Morning Tea, Walk Safely to School Day Breakfast, and swim week afternoon refreshments. In addition, the committee ran 2 off site canteens for cross country carnival / walk-a-thon and athletics carnival. This committee’s commitment to supporting every special event at the school was monumental and lead to discussions about a potential regular weekly canteen as well.

Second Hand Uniforms and School bags continued to be sold a couple of mornings per week. The indefatigable committee members were on campus like clockwork and maintained stock to keep our students looking their best while steadily adding to P&C funds.

Fundraising had two aspects in 2014 -- on site events and grants. The fundraising Committee ran three gift stalls for Mother’s Day, Father’s Day, and an end of year Celebration Stall. The Celebration Stall not only raised money for the P&C, but also included a Lucky Dip prize tree that raised money for Exodus Foundation, a charity in our local community.

The new Grants Committee developed procedures for grant applications and consultation with both parents and the school. They successfully secured grants from Ashfield Council, Keep Australia Beautiful, and the Environmental Trust in 2014 as well as creating a database of grant information for the future. These grants enabled us to purchase bike and scooter racks for the students and new bins for both waste and recycling throughout the school.

Having completed stage one of the Harmony Garden in 2013, 2014 saw completion of stage two and continued growth of the many new plants therein. The Garden Committee helped coordinate working bees to maintain the Harmony, Courtyard vegetable and Sensory Gardens.

Along with formal P&C committees, the P&C also supported other parent initiatives at the school, which included yoga for parents, multicultural cooking demonstrations in the canteen, translations and digital learning support. The last two became formal standing committees at the AGM in Term Four.

In September 2014, the larger Ashfield community was invited to join with our school as we celebrated a whole term immersed in learning about the garden and local environment. The Garden Festival at the end of Term Three was spearheaded by a special parent committee, and supported by the standing canteen committee and translation team. The festival committee parents created a unique event that included decorations and artwork in every school garden, food prepared by our Chinese, Indian and Nepali communities, gardening activities hosted by parent and community groups, music both on stage and in the gardens, silent auction, and market stalls. Although the festival lasted only one afternoon, hand painted signage from the event and installation artwork have become permanent parts of our school landscape. Our parents have learned that we can, in conjunction with the school staff and community, successfully plan and implement large scale events for our school.

Miriam Cook, P&C President 2014
Student Representative’s Message

The Student’s Representative Council (SRC) continued to play an active and vital role during 2014. The executive team, supported by rotating class representatives, met on a fortnightly basis. The SRC executive set the agenda, ran the meetings and wrote up the minutes. Playground, litter, sporting equipment and fundraising were some of the issues discussed. A number of small groups of students also undertook leadership roles in the school. This included daily raising and taking down the flags, bell ringing, organizing the sound system for assemblies, distribution of lost property, organisation of the school hall for assemblies, Early Stage 1 buddies program, house point collection, presenting a mathematics problem and joke of the week. All stage 3 students are encouraged to contribute articles for the school newsletter The Wangal News. A group of students attended the Halogen Leadership course held at Sydney Entertainment Centre for approximately 2000 Primary school students. This gave Ashfield students the opportunity to listen to a number of motivational speakers and talk to other school leaders about strategies and procedures at their schools. The SRC organised fundraising for Jeans for Genes Day and as well as continuing the school’s commitment to the education of students in Zambia, Africa through the Let African Children Learn Association. The SRC were responsible for the running of many School Assemblies, providing students with the opportunities to practice and improve their public speaking, leadership, responsibility and organisational skills. They also welcomed many visitors to our school including the Executive Director of DEC, Murat Dizdar. All students have had the opportunity to be part of the decision making process of the school through the SRC. We thank the enthusiastic SRC Executive of 2014; Sonia, Daniel, Luca, Andy and Mieke.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>120</td>
<td>120</td>
<td>139</td>
<td>130</td>
<td>136</td>
<td>157</td>
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<tr>
<td>Female</td>
<td>84</td>
<td>88</td>
<td>94</td>
<td>108</td>
<td>109</td>
<td>131</td>
</tr>
<tr>
<td>Total</td>
<td>204</td>
<td>208</td>
<td>233</td>
<td>238</td>
<td>245</td>
<td>288</td>
</tr>
</tbody>
</table>

Student enrolments continued a steady pattern of growth. 2014 represented a 41% increase in enrolments since 2009.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.6</td>
<td>95.0</td>
<td>95.2</td>
<td>91.4</td>
<td>95.6</td>
</tr>
<tr>
<td>1</td>
<td>94.4</td>
<td>95.9</td>
<td>95.3</td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
<td>2</td>
<td>95.9</td>
<td>90.8</td>
<td>91.9</td>
<td>95.8</td>
<td>95.3</td>
</tr>
<tr>
<td>3</td>
<td>87.6</td>
<td>94.4</td>
<td>95.3</td>
<td>95.1</td>
<td>96.3</td>
</tr>
<tr>
<td>4</td>
<td>88.1</td>
<td>96.5</td>
<td>93.3</td>
<td>92.7</td>
<td>96.6</td>
</tr>
<tr>
<td>5</td>
<td>94.5</td>
<td>96.7</td>
<td>96.6</td>
<td>96.7</td>
<td>97.3</td>
</tr>
<tr>
<td>6</td>
<td>94.0</td>
<td>96.7</td>
<td>96.1</td>
<td>93.6</td>
<td>96.9</td>
</tr>
<tr>
<td>Total</td>
<td>93.9</td>
<td>95.1</td>
<td>94.7</td>
<td>94.4</td>
<td>96.0</td>
</tr>
</tbody>
</table>

Management of non-attendance

If a child is absent parents & carers are requested to telephone the school on the day and send a note of explanation when the child returns to school.

Teachers notify the principal if a child is regularly absent or absent for 3 or more consecutive days without the school being informed.

The principal will contact the parents/carers in the situation of irregular and unexplained student absenteeism. The Department’s Home School Liaison Officer may also be contacted with the aim of supporting the family to ensure regular and ongoing attendance.

Parents and carers must formally apply for extended leave from school such as an extended holiday. An Exemption from School Attendance Application must be completed.
Support Unit

The Support Unit at Ashfield Public School is committed to a wholistic approach to the education and wellbeing of our students. It is made up of three classes that cater for students with Special Needs, including Moderate Intellectual Disabilities, Down’s syndrome, Global Developmental Delay, Autism Spectrum Disorder and Sensory Processing Disorders. Each class has a Specialist teacher and full time School Learning Support Officer. Individual Learning and Support Plans are designed for each student. These plans cover all curriculum areas and are developed in consultation with teachers, families and outside agencies such as speech therapists, occupational therapists, physiotherapists and counsellors. They also include a strong emphasis on the Social/Emotional, Behavioural and Sensory needs of our students.

This year we achieved an exciting milestone and long term goal of the School and the Support Unit. In 2014 we were able to secure funding to run a Supported Integration program. With the collaboration and dedication of our mainstream teachers, we were able to integrate many of our Special Needs students into mainstream classes with the 1:1 support of a Learning Support Officer. Students participated in many different integration opportunities including Mathematics lessons, H.S.I.E. research projects, Sport and Literacy Sessions. The success of the program was easily measured by the student’s willingness to attend, their enthusiasm and the excitement the students showed each week.

This year also saw us focus on our Local Community and the students enjoyed learning about different jobs and services. We took full advantage of the Ashfield Council library with all three classes visiting regularly as well as an exciting visit to the local firestation. These hands on/real world experiences were invaluable as a learning tool across all the curriculum areas.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

In 2014 the staff at Ashfield Public School consisted of 14 classroom teachers, (4 teachers also hold the positions of Assistant Principals), 5 specialist support teachers, a part-time school counsellor, part-time School Chaplain, 2 full-time administrative staff and a principal.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are currently no Indigenous staff members at Ashfield Public School.

Workforce retention

Ashfield Public School has a very stable staff, with a spread of proficient and beginning teachers. For Terms 2, 3 & 4 Ms Catherine Stansbury moved into a temporary position as Relieving Principal at Smithfield Public School. Mr James Sandiland
accepted the position as temporary teacher on Ms Stansbury’s class.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

All teachers participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

In 2014, professional learning included:

- Child protection
- Code of Conduct
- First Aid
- Report Card Writing
- Count Me in Too
- Science and Technology Syllabus
- School Improvement Tool
- School Planning 2015 – 2017
- SOLE: Self Organising Learning Environments
- Environmental Sustainability
- NAPLAN analysis
- English Syllabus

Accreditation supports quality teaching and recognises the invaluable role teachers play in the community.

Accreditation will be mandatory for all NSW schools and early childhood teachers in the future. This requirement will be rolled out over the next three years with a focus, during 2015, on consultation and planning with key stakeholders.

**Beginning Teachers**

Permanent beginning teachers receive support in the first year of teaching with a professional learning plan developed by the beginning teacher and a mentor. There were no beginning teachers at the school in 2014.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>123150.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>182678.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>89098.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>142831.09</td>
</tr>
<tr>
<td>Interest</td>
<td>4526.08</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10579.44</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>552864.56</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>28890.19</td>
</tr>
<tr>
<td>Excursions</td>
<td>25732.18</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20465.30</td>
</tr>
<tr>
<td>Library</td>
<td>7308.74</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>10352.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>83418.29</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>46374.06</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>110215.70</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>60681.06</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10509.27</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10629.44</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>414577.17</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>138287.39</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**NAPLAN**

In the National Assessment Program – Literacy and Numeracy (NAPLAN), the results across 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.

- Yr 3: from Band 1 (lowest) to Band 6 (highest)
- Yr 5: from Band 3 (lowest) to Band 8 (highest)

Teaching staff analysed NAPLAN data to observe trends in Numeracy and Literacy. The results for individual students was also analysed to gain a deeper understanding of what students were able to do well and the areas in which their performance could be improved.

Parent Forums were conducted in 2014 to explain to parents NAPLAN results and discuss how NAPLAN data is used to improve and develop whole school processes and programs with a focus on growth and development.

NAPLAN data informs whole school planning in the areas of teaching Literacy and Numeracy (across the curriculum), provision of learning support (including programs for Gifted and Talented students) and ongoing teacher professional learning.

The tables and graphs below show the average performance in NAPLAN tests by students in Years 3 and 5 at Ashfield Public School, compared to ‘similar’ school group (SSG) and NSW state average (State DEC).

It is important to note that this data is based on an average of all individual scores which include a zero score for any students who may have been absent or exempt from the test due being a New Arrival or part of the Ashfield Public School’s Support Unit.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

On the website http://www.myschool.edu.au enter the school name in the Find a school and select GO.
International Competitions and Assessments for Schools (ICAS)

International Competitions and Assessments for Schools (ICAS) are developed in consultation with the University of NSW. These assessments are conducted annually across Australia and in 19 other countries with almost one million Australian students in years 2 to 12 participating each year.

In 2014 students from Stage 2 and Stage 3 chose to participate in the competitions. In 2014 Students from Year 2 were eligible to participate in English, Mathematics and Science.

Achievement Certificates are awarded to all students at a range of levels:

1. **High Distinction** to the top 1% of students
2. **Distinction** to the next 10% of students
3. **Credit** to the next 25% of students
4. **Merit** to the next 10% of students
5. **Participation** to all other students

36 students participated in **Mathematics** and were awarded: 3 High Distinction, 2 Distinction, 11 Credit and 20 Participation Certificates.

34 students participated in **English** and were awarded: 3 Distinction, 6 Credit, 4 Merit and 21 Participation Certificates.

22 students participated in **Computer Skills** and were awarded: 2 High Distinction, 1 Distinction, 5 Credit and 14 Participation Certificates.
29 students participated in Science and were awarded: 1 High Distinction, 4 Distinction, 10 Credit, 1 Merit and 13 Participation Certificates.

27 Students participated in Spelling and were awarded: 1 High Distinction, 7 Distinction, 5 Credit, 1 Merit and 13 Participation Certificates.

22 Students participated in Writing and were awarded: 1 High Distinction, 2 Distinction, 3 Credit and 15 Participation Certificates.

Other achievements

Sport
The main focus in 2014 was to develop student skills in a variety of games and sports through weekly participation within stage groups in skill-based sport and fitness programs.

The school has continued its commitment to the Live Life Well program through ‘Crunch and Sip’ and a focus on nutrition as part of the well-being cycle.

Students in Stages 2 and 3 participated in the Coles Backyard League program where they developed many skills related to playing modified versions of rugby league.

The school joined the Western Suburbs PSSA competition entering Junior and Senior teams in both Netball and Soccer. These teams represented the school proudly each week in the winter competition.

The swimming, athletics and cross country/walkathon were successful events and enabled teams to be formed to represent the school at Western Suburbs zone carnivals.

Students across the whole school participated in a weekly dance program in Term Four run by specialist dance teachers.

The school also participated for the first time in the Premier’s Sporting Challenge. Students from Kindergarten to Year 6 calculated the amount of minutes they participated in physical activity over 10 weeks. The result across the school was demonstrated by the success of the initiative with all students achieving above Gold Level.

Music
The school offers a significant music program in which students are given the opportunity to experience the varied aspects of music.

All students from K-6 and the Support Unit enjoy a weekly music class with a Specialist Music Teacher one hour per/week. In the Support Unit they follow the same foci as the rest of school, but as a major part of their program we rehearse Makaton songs. This supports understanding and is an inclusive form to teach nonverbal students.

The school has a strong choir membership with both Junior and Senior Choirs which continue to grow. Recorder and Ukulele groups are offered as enrichment and private piano lessons are also available at the school. The space and instruments available in the music room and the Hall mean that we have the capacity to move and rehearse as needed.

Following the NSW Curriculum, class music activities utilise Kodaly, Orff and current music methods which allow students from all stages to play, sing, listen, move and compose their own pieces at different levels.

Across the whole school each term has a specific focus. In Term One, the main focus is rhythm, listening and movement where students practice note values, music symbols, rhythm dictation, listening skills and movement to explore musical concepts. In Term Two, the focus is melody and ear training where students (depending on their stage) practice aspects of pitch including treble clef, bass clef, solfege and Curwen Hand Signs. For ear training they are learning how to hear music intervals and some chord qualities. In Term Three the focus is on harmony, structure and performance. Students begin to learn about two part harmonies, different song forms and
performance using accurate pitch, dynamics, tone colour and expression. In Term Four the focus is on improvisation and composition. Students will have the opportunity to work in band groups where each will have a role to play whether it is keeping a steady beat, playing rhythm, playing a simple bass and/or a melody line via glockenspiels or piano. Once the groups are able to repeat their improvised piece, this can be written down as their own composition.

English

Public Speaking

A highlight of the year was the Whole School Public Speaking Initiative, which culminated in finals for all stages. All students prepared a speech to present in class which was aimed to heighten awareness of multicultural issues amongst primary school students. From these speeches, students were selected to participate in the school finals for each stage. Four successful students from Years 3-6 proceeded to represent the school at the district finals of the Multicultural Speaking Competition which were held at Kegworth Primary School. Daniel (Year 6) was successful in proceeding through the next level of the competition and represented Ashfield at the regional finals which were held at The Arts Unit in Lewisham.

Debating

Ashfield Public School experienced great success with our very first debating teams representing our school at the Sydney Schools Debating Competition. This year Ashfield had two debating teams which were students who were selected based on their exceptional debating skills, passion for public speaking and breadth of knowledge. Ashfield experienced their first debating victory with team B winning their first debate against Croydon Park Public School.

Spelling

Ashfield Public School students in Years 3-6 were once again involved in this state-wide initiative. The Spelling Bee encourages students to engage with spelling and to promote improved literacy in combination with the English K-6 syllabus. Students from each year group were selected in each class to compete in the APS Spelling Bee in the following categories: Junior (Year 3 and 4) and Senior (Year 5 and 6). The winner and runner up in each category then competed at the Regional Final.

The Regional Final was held on the 16th September and was hosted by Ashfield Public School with student helpers from Year 6 officiating in roles such as chairperson, timekeepers and announcer. Approximately 44 students from schools in our region were involved in each category. The winners and runners up in each category then competed at the State Final which was held on the 5th November at the ABC Centre in Ultimo. Although none of our students were competing at the State Final, six senior students were invited to officiate at the Final which was a wonderful opportunity for all involved.

Creative Arts

In Term One a mural was unveiled in the courtyard. A collaborative effort led by the P&C, the mural is a mosaic. The concept and design of the mural was created by a parent, Karen Manning. The creation of the mural involved parent led classes where students contributed to the assembly of the mosaic.

A highlight of the Garden Festival involved the students sharing art works including sculptures specially created for the occasion.

Environmental Education

In Term Three the school signed a new waste management with Remondis. As part of the transition the waste management system was updated to include recycling, general waste and compost bins positioned across the school site including in classrooms. Class workshops run by parents and officers from Ashfield Council focused on composting and correct waste disposal.

Ashfield Public School has a very active P&C that is committed to creating and maintaining innovative and quality green spaces on the school site. The P&C worked with the teachers and the local community to link the green spaces within the school including the Harmony Garden and the Sensory Garden to the curriculum. A number of new trees were planted around the school. A useable and productive vegetable garden was established and maintained with vision for growth during 2015.

The Here in our Garden project in Term Three was a whole school unit of work focused on
facilitating the children’s connection with nature and creating the opportunities to learn about nature within a quality learning environment. The unit was a collaborative effort between the teachers, parents, Ashfield Council and local businesses to teach children about the biodiversity of the local area and foster a love for the natural world.

School Engagement and Wellbeing

A positive school culture is where students are engaged and feel accepted, valued, respected and included; it is where teachers are positive and empowered to be innovative and succeed; it is where parents are also engaged and can make valuable contributions, are kept updated with directions in education and are able to work in partnership with teachers to support student learning; it is where the local community are involved in school initiatives and understand the value of public education.

Morning Lines

Morning Lines were introduced in 2014. Each day the school assembles in the hall at the sound of the first bell. Morning Lines provides a time to reinforce the school wellbeing goals, communicate messages, acknowledge student achievement, run student leader initiatives and come together as a school community.

House Point System

The House Point System was a focus in 2014 with the introduction of the Principal’s Disco at the end of each term for the House that had collected the most points throughout the term. Points were earned through demonstrating behavior linked to the school’s wellbeing goals. A weekly progressive tally was announced by student leaders on Morning Lines each week.

Open Night

On Thursday 28th August a School Open night was held in the school hall. Booths were set up by class teachers, P&C and community partners including Pure Health, the Chess Club, Piano Teacher and Abacus Maths. The event was well attended with the opportunity for families considering enrolling at Ashfield Public School to meet the members of the school community.

Parent Forums

Parents participated in training sessions including parent forums on:

- NAPLAN
- Twitter
- English Syllabus

The Wangal News

The school newsletter The Wangal News received a makeover at the beginning of 2014. It is published in colour as a booklet and is typically 34 pages in length. Highlights of the newsletter include a photo gallery, children’s work, Principal’s recognition and the articles written by the student leaders and teachers.
Walk Safely to School Day

On Friday 24th May Ashfield Public School participated in the Walk Safely to School Day. All children were invited to join a Walking Group and walk to school.

Walk Safely to School Day is an annual, national event when all Primary School children are encouraged to walk and commute safely to school. It is a Community Event seeking to promote Road Safety, Health, Public Transport and the Environment.

Upon arrival at school the children were able to purchase a healthy breakfast. The breakfast was provided by the P&C as a fund raising initiative.

Buddy Program K-6 and Support Unit

A buddy program exists at Ashfield Pubic School. During 2014 the Stage Three students worked with a Kindergarten buddy. The program promoted inclusivity, friendship and positive role-models.

Wellbeing Goals

The school Wellbeing Policy incorporating the Well Being Goals was launched in Term Two. The wellbeing goals included being a learner, being responsible, being respectful, being safe, and being fabulous.

Class Parent

A Class Parent initiative was introduced in 2014 with every class having a class parent. Throughout the year the class parent sends out regular emails to update parents about particular initiatives or events happening in the class or at the school. All parents and carers are requested to provide their email addresses and contact numbers to be included in the class parent initiative. Participation in the class parent initiative is voluntary.

Significant programs and initiatives – policy

Multicultural education and anti-racism

Harmony Day

Harmony Day was a significant event to focus the school on multicultural education. Lessons across the school focused on students and teachers identifying when their ancestors/relatives or themselves first arrived in Australia. Acknowledgement of Aboriginal people and their traditional ownership of the land was an integral part of the day. An inclusive and colourful assembly included a parade of flags from over 40 different countries and cultural groups enrolled at the school. A twilight picnic provided the students, parents and community members the opportunity to celebrate Harmony Day and enjoy a vibrant African drumming workshop.
**Nepalese Ambassadors**

The school introduced the Nepali Ambassador program in September 2014. The students were selected from Stages 2 and 3. The first Ambassadors to be voted to their positions as chosen to representatives of the Nepali Community were: Kritesh, Pallav, Ankit, Kritika and Hritika. The remaining Nepali students in Stages 2 and 3 were part of a working Committee. The Committee met fortnightly with Ms Zamberlan and Nepali Community representative Mr Shiva Shrestha. Mr Shrestha also organised meetings for the Ashfield parents.

The Nepali Ambassadors successfully presented a Friday Assembly in November. The Assembly highlighted Nepali culture and introduced a special guest, whom the ambassadors interviewed about his recent amazing adventure in Nepal.

The committee will towards the following activities in 2015:

- A special day of activities to promote Nepalese food/craft/art/dance/sport
- Continued contribution to Newsletter
- Host a special Assembly
- Take on a school initiative
- Promote Nepalese culture

**Chinese Ambassadors Program**

Our Chinese Ambassadors were elected at the beginning of the year by staff and ex-Chinese ambassadors. This year, Jonas, Olga, Lakshya, Michael, Anne Jelqa, Jason and Peppe were elected to be the Chinese Ambassadors. They performed their leadership role effectively throughout the year. In 2014 the ambassadors participated in the Community Citizenship Award Competition held at Wests Ashfield. They were recognized for their achievements by receiving the second place award.

Weekly meetings co-ordinate activities for students. Badminton training takes place at lunchtime and competitions are held in Term Three. This sport is popular and enthusiastically supported by the students.

In 2014, the Ambassadors organised a successful Chinese Cultural Day. Students took part in four activities: Chinese Calligraphy, Tai Chi, Kung Fu, Chinese Music and Dance. These were conducted by members of the Chinese community.

**Anti-Racism**

A teacher volunteered for the role of the Anti-Racism Contact Officer (ARCO). The ARCO is the contact between students, staff, parents and community members who wish to make a complaint regarding racism and the appropriate procedure that will be used to resolve the complaint, including the person who will have responsibility for dealing with the complaint - the delegate.

**Translations**

A translation committee run by the P&C focuses on translating notes into a number of languages to give an equal opportunity for parent participation in all aspects of learning and school procedures.

**Cultural Cooking Classes**

Community food days have been established and run by parents to introduce their cultural foods to the wider community. Cultural cooking classes had been highly successful as a school and parent initiative.

**English as an additional language or dialect (EAL/D)**

Students who are newly arrived to Australia or refugees are supported through the English as an Additional Language or Dialect (EAL/D) program. Typically these children are assigned a buddy who shares the same cultural background and speaks the same language. This enables the student to engage more readily in school routines and understand classroom processes.
Significant programs and initiatives – equity funding

Aboriginal Education

The school received funding through the Resource Allocation Model (RAM). This equity funding supports students based on their Aboriginal background.

Targeting resources

- Purchase of iPads for the specific use of Aboriginal students giving them access to online Aboriginal resources.
- Utilising Aboriginal objects and arts work purchased in 2013, a continued program in the Library raised awareness of Aboriginal perspective and content across KLAs to all students.
- Teachers were informed of current Aboriginal policy by Debbie Lennis, the Community Development Officer at Leichhardt Council
- Patricia Blackman from Ashfield Council spoke to staff and students on the significance of NAIDOC.

Outcomes of programs

- NAIDOC and Reconciliation: the activities in both of these celebrations promoted Aboriginal history, culture, perspectives and current issue and events.
- The Library continued to be the pivotal resource for the teaching and learning of Indigenous history through discussion and research
- Traditional and contemporary Aboriginal objects purchased in 2013 were used as a focus of learning and robust discussion in all grade groups.

Aboriginal Background

Continued a positive and inclusive Aboriginal perspective in school culture by:

Acknowledgement to Country at each Assembly, flying of both the Aboriginal and Torres Strait Islander flags at both flags in the Wangal and main playgrounds.

Aboriginal students lead all the important student led events including: Chinese New Year and Harmony Day

Aboriginal Committee formed with members from school staff, parents, Ashfield Council and interested community members

Involved parent in parents in school programs: PSSA sport, volunteers in the classroom, the ‘Here in the Garden Project’, NAIDOC celebrations

Involvement with the Aboriginal Community Development Officers in both Leichhardt and Ashfield Councils

Choir participation in Council celebrations for NAIDOC

Targeting Aboriginal students during Homework Club. Volunteers for the university work with the Aboriginal student 1:1 on an individual program catering for their needs.

Parents and staff worked collaboratively in developing and implementing PLP for Aboriginal students.

Teachers implemented the PLP as part of their Teaching and Learning programs.

Use of iPads for the specific use of Aboriginal students to improve Literacy and Numeracy outcomes

Purchase of Apps to cater for individual needs to encourage students’ participation and engagement in learning

Year 5 Student nominated for a Regional Deadly Award

Deadly column introduced as part of the School Newsletter that is available on line and distributed to the school and wider community.

Socio-economic background

The school received funding through the Resource Allocation Model (RAM). This equity funding supported students based on Socio-economic background.

Teaching and Learning Outcomes

Additional level reading materials were purchased to improve students’ reading and comprehension levels.

iPads & Apps were purchased to enhance students’ access to a wider range of curriculum learning experiences.

Teachers were supported in the writing of IEPs to support students’ learning

Within class programs differentiated learning experiences were created to cater for students’ individual needs
LaST program increased the level of students’ participation and engagement in learning

School Initiatives

The availability of the School Counsellor to strengthen the partnership between the school and the family.

The Chaplaincy Program liaised between families and the school in assisting students with educational and community services.

Breakfast Club was run to support students’ nutritional needs.

Support for students through Homework Club by involving University student teachers to assist students’ individual learning.

Financial support for families, enabling students to participate in school based programs: excursions, camp, learn to swim program, athletic and swimming carnivals.

Financial support for families, enabling students to purchase uniforms and school equipment.

Community Programs

Students in Stage 2 & 3 selected to participate in the MultiLit program coordinated by the EXODUS Foundation and Macquarie University.

Parent and Community volunteers assisted students in the ‘Here in the Garden’ project to create art and craft displays.

Parents and teachers worked with students in the Harmony Garden to encourage nutritional and environment curriculum initiatives.

Parent and Community volunteers listened to students read at their individual level as part of the class timetable.

Students were nominated by the school to attend Stewart House for a two period of class and social activities.

English language proficiency

Approximately 78% of the student population has a language background other than English. The student population represents 43 language backgrounds other than English.

The EAL/D Program aims to develop students’ English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in school. English Language Learners are supported by Specialist Teachers who work directly and collaboratively with students and teachers to enrich learning.

Learning and Support

The Learning Support Team is at the heart of the whole school capacity to maximise growth and performance. The team, which meets weekly, is focused on supporting students who have a disability, learning difficulty, behaviour need, and/or require extension, enrichment and engagement. The team assists teachers to cater for the individual needs of students in their classes.

As part of the school’s learning support process a teacher, or upon occasion a parent, refers a particular student to the Learning Support Team. Typically this referral details the area for support and what is already in place to assist or extend the student. The Learning Support Team, comprising of the school executive team and school counsellor, then discuss the referral and work with the teacher and/or parent to allocate school and external resources to support the teacher, the particular child or group of children and when appropriate, the parents and family.

Every child throughout the school has a learning support folder which is kept by the class teacher. The purpose of this folder is to keep a record of relevant documents including individualised learning adjustments and meetings with parents. The learning support folder is passed onto the new class teacher at the beginning of each school year. The folder enables the school to maintain a record of how the needs of an individual child have been catered for. The learning support folder is also used at Learning Support Meetings to inform discussions.

Leading the Learning Support Team is the Learning and Support Teacher (LaST) who:

- Works collaboratively with class teachers to support assessment for learning of their students with additional educational needs and identify specific learning and support needs.

- Plans, implements, mentors and evaluates teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers.

- Plans, implements, mentors and evaluate personalised adjustments for learning where
required, with the class teachers, student and parents.

- Provide support for student with additional learning and support needs through a range of strategies including the areas of social integration, language and communication, literacy, numeracy and behaviour.

- Provides specialist advice, support and mentoring to class teachers

**Reading Recovery Program**

Reading Recovery is a specialised reading program that targets Year 1 students who have been identified as making slow progress in literacy. Reading Recovery is taught at Ashfield Public School by a trained and registered Reading Recovery teacher.

In 2014 students who were enrolled in the program worked with the teacher on a 1 to 1 basis for ½ an hour a day, five days a week. Students who achieved the desired level of competence graduated from the program.

Ongoing monitoring of students who have exited the Reading Recovery Program continues throughout Year 2 and 3. This monitoring is about ensuring that literacy skills are progressing at the appropriate grade level.

In 2014, nine students participated in the Reading Recovery program.

**The Library Program**

The Library is the resource hub of Ashfield Public School. It covers all aspects of learning, encouraging student research and personal intellectual growth. The Library supports teachers in developing an integrated approach with classroom learning. The Library expanded its services during 2014 with the installation of Wi-Fi and the purchase of iPads. A continued upgrading of reading resources has encouraged regular borrowing and use of the Library. The Library is open from 7.30am to 5.00pm 4 days a week including lunch times giving opportunities for all students and staff members to complement classroom programs.

The Library continues to encourage participation in the Premier’s Reading Challenge. In 2014 190 students completed the Challenge with 30 students receiving gold award for completing 4 Challenges. During May the annual Book Fair was held. The commission raised from the sale of the books was used to buy the short listed books for Book Week. Our book character parade was the most successful ever with most students and all teachers and office staff dressed in their favourite book character costume. Associated Book Week activities included an invitation to Stage 3 to Ashfield Library to meet the famous author Anna Fienberg, performance from Snake Tails and a very interesting talk by the author Mark Greenwood. Stage 1 students took part in the National Simultaneous Story time when 140,000 children Australia wide simultaneously read the story Too Many Elephants in the House. The Library hosts annual events such as Librarian’s professional learning and parent workshops. It is the venue for the chess club, typing and Spellodrome classes.

**Homework Club Program**

The Homework club continued to be well supported throughout 2014 with an average of 50 students, 8 tutors and 5 teachers attending regularly. The school acknowledges the support of the Canterbury Migrant Resource Centre in coordinating with the universities to provide the tutors. Homework club is open to all students from Years 3-6 and runs on Thursday afternoon from 3.10-4.30. Homework is provided by classroom teachers and students are encouraged to take full advantage of the tutors and technology provided in the Library.

**Leadership Program**

Leadership is about developing the understandings and skills of leadership through the total curriculum and the many varied activities of school life. In 2014 the school’s provision of formal and informal learning opportunities to develop student leadership included:
Playground Buddies to be on duty at recess and lunch. Dressed in prominent yellow vests, the buddies assist younger children and peers who, for example, are looking for friends, need someone to play with or a shoelace tied.

Mathematicians who present a Maths problem to the school on Morning Lines each Monday. The solution is presented on a Thursday.

Joke Teller who tells the joke of the week at Morning Lines.

The Transition to High School Program

The Transition to High School Program aims to prepare Year 6 students for high school life. The Year 6 teachers liaised with high school teachers in consultation with Heather Gorton (Student Wellbeing Worker) to devise a week long program that allowed students to experience a taste of various high school subjects. This was organised to fit a high school timetable. The students participated in activities such as science lessons looking at magnification, cooking classes, art, sport and team building activities. This program alleviated anxieties that some students had about their transition to high school and also familiarised the boys with the school layout as the majority of the boys do attend Ashfield Boys in Year 7.

Chaplaincy Program

In 2014 a school chaplain was employed at the school under the National School Chaplaincy Program. The school chaplain, known at the school at the Student Wellbeing Worker, is Heather Gorton. Heather operated the breakfast club before school, and tutored after school at the Homework Club. Throughout the day Heather worked with teachers to support individual or small groups of students with a focus on social and academic skill development. Heather also assisted students after hours through providing support and transport where needed.

Report Card

A parent forum in Semester 2 overwhelmingly supported revising the school report card with a focus on teacher comments being short, succinct and in plain English. The consensus agreement was that long comments with technical jargon were not easily understood by parents. Teachers are available for two formal interviews each year, and two way communication between parents and teachers is actively encouraged.

School planning and evaluation

School planning 2012-2014

The Ashfield Public School Plan 2012 - 2014 is about the strategic implementation of quality teaching programs to create a rigorous whole school learning culture of growth and performance in accordance with DEC requirements and policies.

The school plan includes three key priority areas: literacy, numeracy and technology. Each priority area detailed in the school plan has specific outcomes with subsequent targets and associated strategies.

School priority 1

Literacy

Outcomes from 2012–2014

- Maintain consistent and appropriate growth and performance for each student indicated by increased levels of overall literacy achievement for every student.

- Differentiation of the curriculum including expansion of using the Planning Literacy and Numeracy (PLAN) Software from Years K-2, to Years 4-6.

- Implementation of the NSW English Syllabus for the Australian curriculum supported by ongoing professional development.

Evidence of achievement of outcomes in 2014:

- Baseline data of student skills to access and comprehend information on webpages and websites.
- Student growth (K-2) tracked using PLAN software with expansion to Years 3-6 in 2015.
- 100% K-6 participation in Whole School Public Speaking initiative.
- Improved data collection and reporting to identify and refer students to the Learning Support Team (LST)
- 100% benchmarking of students (K-6) to provide baseline data on reading comprehension.

**Strategies to achieve these outcomes in 2014:**

Introduction of a weekly spelling class for targeted students. The class commences at 8:30am on a Wednesday morning, and working with a teacher, the students’ progress through online activities via an online program, Spellodrome.

Introduction of the weekly Grammar challenge: each week on Morning Lines, student leaders present a challenge for Years K-2 students to solve; and present a challenge for Years 3-6 students to solve. This initiative is about creating a whole school culture that values grammar. Each week the winner of the

In Terms 2 and 3 the school participated in the Sydney School Region Debating competition. Selected students in 5& 6 were coached and debated against a team from another school.

In Term Two there was a whole school focus on speaking with a public speaking competition. This focus was about further developing student interest in public speaking and improving confidence and speech-writing skills. All students participated in a class based competition and presented a prepared speech on set topics. The finals were held in the school hall.

Teacher training New Syllabus

**Numeracy**

**Outcomes from 2012–2014**

- Maintain consistent and appropriate growth and performance for each student indicated by increased levels of overall numeracy achievement.
- Differentiation of the curriculum including expansion of using the Planning Literacy and Numeracy (PLAN) Software from Years K-2, to Years 4-6
- Systematic training of staff ready for the 2015 implementation in 2015 of the NSW Mathematics Syllabus with a focus on the processes of working mathematically.

**Evidence of achievement of outcomes in 2014:**

- Student growth (K-2) tracked using PLAN software with expansion to Years 3-6 in 2015.
- Referral of students identified through the TENS program as requiring extra support.
- Catering to students as identified requiring extension and enrichment through the implementation of small group Mathematics.
- Initiated whole school data collection of Mathematics results on the report card.
- Whole school focus on working mathematically process of communication with every child contributing to an open ended mathematics project.

**Strategies to achieve these outcomes in 2014:**

- Establishment of Triple E Mathematics initiative to engage Stage 2 & 3 students identified as achieving a high level of performance.
- Introduction of Mathematics Problem of the Week. Each week on Morning Lines, student leaders present a problem for K- students to solve; and present a problem for Years 3-6 students to solve. This initiative is about creating a whole school culture that values Mathematics. It is about children engaging children in Working Mathematically processes.
- In Term Three all students participated in a whole school Mathematics initiative. The task focused on the working mathematically process of communicating. Students created a project that demonstrated their ability to communicate a mathematical concept. Completed projects were displayed at the Garden Festival.
A whole school scope and sequence was designed to guide the effective teaching and learning programs for Mathematics. The scope and sequence summarises what is to be taught and the sequence in which it will be taught. It also shows the order of the units within a year or stage, and the syllabus outcomes that each unit addresses.

A Mathematics Honour Assembly was held at the end of Term Three. The purpose of this assembly was to acknowledge student achievement in Mathematics and showcase practical learning in the classroom.

The acquisition of a set of Capacity Kits for use in the classroom added to Mathematical resources available for teachers and students to enhance a hands-on approach to instruction.

**School priority 3**

**Technology**

**Outcomes from 2012–2014**

- Increase the integration of technology in the curriculum including as a tool for teaching literacy and numeracy and as a resource for communicating and accessing information.
- Develop student skills, knowledge and understanding of effectively using technology as a tool and as a way to communicate.

**Evidence of achievement of outcomes in 2014:**

- Creation and screening of films made on iPads at the Here in our Garden Festival.
- Daily Twitter posts from classrooms and the school to communicate learning and update parent community on school initiatives and events.
- 100% participation from K-6 in Hour of Code.
- Establishment of a Green Room including teaching training to facilitate the creation of high quality multimodal texts.
- Purchase of iPads for all teachers
- Purchase of iPads for Indigenous Students
- Continued funding of IT specialist for one day each fortnight.

**Strategies to achieve these outcomes in 2014:**

- Introduction of the BYOD (Bring Your Own Device) initiative.
- Establishment of the My School Studio, a dedicated room with a green screen, lights and tripods where students can create multi modal texts using digital technology. Like a library which is the whole school hub for reading, the My School Studio is to become the whole school hub for the creation of high quality multi modal texts.
- The establishment of a School and Class Twitter accounts to communicate learning and school/ class initiatives, events and activities.
- The transition to Google calendar to enable the syncing of the school calendar with parents & teachers personal devices.
- Expansion of the school website with more detailed information about the school available including the School Handbook.
- In Term Four the all classes participated in the Hour of Code aimed at encouraging people, to learn computer science. Hour of Code involved students writing short snippets of code to achieve pre-specified goals.

**Parent/caregiver, student, and teacher satisfaction**

NSW public schools conduct evaluation to support the effective implementation of the school plan. Each year schools survey all members of their staff, student and parent community.

Surveys conducted by Ashfield Public School included:

- Student Engagement
- The School’s Intellectual & Quality Learning Environment
- Parent/caregiver, student and teacher satisfaction
Student engagement

Background

Student engagement includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement.

Student engagement was investigated with a Tell Them From Me survey conducted with students in Year 4, 5 & 6. The survey was created for NSW Primary Schools by the Centre for Education Statistics and Evaluation. The survey focused on Social-Emotional Outcomes including Social Engagement, Institutional Engagement and Intellectual Engagement. The survey also focused on the drivers of Student Outcomes including Quality Instruction, Effective Learning Time, School Context and Classroom Context.

Findings and Conclusions

One aspect of the survey investigated student perception about their learning in relation to how challenging they find their classes and how confident they are of their skills. Students who are intellectually challenged and confident of their skills are most likely to be engaged in class. The survey showed that:

- 52% of students were confident of their skills and found classes challenging

Teachers across the school must continue to deliver a curriculum based on the principle of quality teaching including producing deep understanding of important, substantive concepts, skills and ideas. This will include the school’s commitment to using technology as a way of creating knowledge and as a tool for verbally communicating understanding. It will also include the school’s commitment to outdoor learning and open ended tasks.

- 28% of students were confident of their skills but did not find classes challenging

Identify students who achieve Report Card grades of A or B in a particular learning area and/or are working towards or operating in the range of Gifted and Talented; then continue to offer learning opportunities for these students including Triple E initiatives such as STEM (Science, Technology, Engineering and Mathematics), Poetry Writing and Mathematics.

- 13% of students were not confident of their skills and found English or Mathematics challenging

- 7% of students lacked confidence in their skills and did not feel they were challenged

With use of NAPLAN data, identify students who are not achieving the National Minimum Standard; then work with the Learning Support Team and teachers to create learning opportunities focused on closing the gaps for particular student groups and individual students. Continue to differentiate the curriculum and make learning adjustment to cater for individual learning needs.

Offer diversity of learning opportunities for students to engage multiple intelligences.

Future directions:

School-wide, collective responsibility for student learning and success including the implementation of specific teacher and Learning Support Team interventions and actions.

Teachers take responsibility for changes in practice required to achieve improved school
performance including utilising assessment to determine teaching directions.

Ongoing assessment data to monitor achievements and gaps in student learning used extensively to inform planning for particular student groups and individual students.

Performance for equity groups is comparable of all students in the school.

Extend the scope of future surveys to include data collected on student engagement from K-3.

**Intellectual and Quality Learning Environment**

**Background**

In Term Three, all students participated in a whole school initiative, *Here in our Garden*. A survey was conducted to obtain student perceptions of the intellectual environment and quality learning environment that was created throughout the term.

**Findings and Conclusions**

*Here in our Garden* was a unit of work that focused the whole school on an authentic learning project. It was driven by a deep belief that every student is capable of successful learning. It was about a whole school expectation that every student would make appropriate progress and experience success.

*Here in our Garden* demonstrates Ashfield Public School’s commitment to consistent and innovative teaching practice. It also demonstrates the school’s capacity to successfully create educational opportunities for all students that are meaningful and effective at developing skills, knowledge and understanding.

Outside the scope of the student survey was the successful partnership with parents and other community stakeholders such as Ashfield Council that contributed to the success of *Here in our Garden*. Parent contribution included creating the Garden Festival which was held in Week 9 and working in the classroom with teachers on open ended projects. Parent contribution was integral as parent expertise worked alongside teacher expertise to create a rich quality learning environment.

Student perceptions presented in the survey indicate that *Here in our Garden* successfully made learning exciting, engaging and progressed student achievement. The survey highlights the importance of engaging students in a creative and innovative learning environment. It also shows the strength of focusing the whole-school, including teachers, parents and students on one particular learning project.

**Future directions**

Continue to develop the use of technology to support students learning.

Continue to develop teaching practices that move away from the more traditional ways of students sitting at desks and spending extended periods of time in their classrooms. Outdoor learning areas can be developed and used to engage students.

Ensure children have the opportunity to engage in rich learning tasks that enable higher order thinking such as analysing and evaluating concepts.

Continue to use working outside the classroom and open ended projects as a way of engaging children and achieving ongoing growth and performance across the curriculum.

Maintain and develop classrooms that provide strong positive support for learning and a strong focus on assisting student learning. Of interest would be some future investigation of how feedback is given to students and its specific effect on effort, motivation and engagement.

Maintain and develop classrooms where meaningful and timely feedback is given to children.

Maintain and develop classrooms that enable students to engage in conversations about the concepts and ideas they are encountering.

**Parent/caregiver, student and teacher satisfaction**

In 2014, the school conducted surveys and parent forums to gather the opinions of parents, students and teachers about the school.
Highlights from the wide range of responses are presented below.

**Students**

Student value a sense of belonging at the school. They enjoy learning outside the classroom, using technology to learn and engaging in open ended tasks.

Sport is valued at the school with events like the Swimming Carnival and the Walkathon being very popular. The Bring and Buy sale was also very popular.

Being able to participate in clubs was identified as something that could be developed.

**Teachers**

Teachers value inclusivity and community feel of the school. The Chinese and Library programs were also identified as enhancing the schools’ learning culture. Reading recovery is regarded as being a valuable program for children who are not meeting the minimum proficiency standards.

Minimising interruptions to the class time tables were raised as an area for improvement.

Utilising the garden spaces for learning and more team teaching were identified as future directions of the school.

**Parents**

The inclusive nature of the school is valued by the parent and award system is valued by the parents.

Parents valued the Triple E Initiative and would like to see this initiative extended including using parent skills and knowledge.

Timely and relevant communication including parent/teacher contact about student progress was identified as an area for ongoing development. Parents value the introduction of Twitter as a communication tool.

Extending the whole school Crunch and Sip program to including to reducing the amount of waste of food wrappers was identified as an area for development.

Making better use of the outside learning spaces and more clubs for children were areas identified for development.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**Strategic Direction One**

To ensure a whole school systematic delivery of a 21st Century, quality teaching curriculum focused on innovative learning and measurable growth and performance.

**Evaluation Plan:**

Analysis and evaluation of internal and external assessment data in relation to intervention programs and classroom practice.

Teachers to participate in the Annual Performance and Development Process to plan, implement and review professional goals.

Milestones to indicate successful implementation of whole school initiatives including Computer Coding, Philosophy, Maths Power and Rich Text Time.

**Improvement Measures:**

Reading Comprehension and NAPLAN data to show significant growth for 75% of all students.

95% of students K-6 demonstrate growth across the clusters of the Aspects of the Literacy and Numeracy Continuums (PLAN).

Teaching interventions and actions to target children below the National Minimum Standard with a positive effect size of 0.4.
100% of teachers to maximise student learning via application of the Whole School Scope and Sequence, the School Excellence Framework, NSW Syllabus for the Australian Curriculum and the Quality Teaching Framework.

100% of teachers to engage in professional learning to develop professional knowledge and practice.

All classes to engage in whole school initiatives including My School Studio and Computer Coding.

Practices:
Implement aligned staff process and school systems for collecting, analysing and reporting local and external data on student and school performance.

A coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring across the year levels.

Systematic and ongoing professional development to achieve and maintain teacher accreditation and provide deep knowledge and understanding and the competence to implement the NSW Syllabus for the Australian Curriculum.

Develop communication and thinking skills by creating learning environments that use current technology.

Strategic Direction Two
To engage every child with a differentiated and challenging, relevant curriculum with a focus on developing, individual strengths, a love of learning and the capacity to achieve.

Evaluation Plan:
Term reviews with colleague/supervisor to focus on differentiation of the curriculum including engagement of students.

Executive and staff meetings with specific focus on whole school initiatives to differentiate the curriculum and engage students.

Implementing professional learning communities including parent forums and workshops to build a collaborative understanding of best practice.

Improvement Measures:
100% of students to participate in a Triple E initiative.

100% of students accessing devices (e.g. ipad, tablet) as a tool to verbally and visually communicate knowledge and understanding and develop open ended thinking skills.

Teaching interventions and actions for targeted students to be implemented and sustained, including term reporting and reviewing by the Learning Support Team.

10% increase per year in number of students correctly answering NAPLAN questions identified as open ended (2015 Baseline).

Tell Them From Me data to show 100% of students feeling confident and challenged in Mathematics and English classes.

Practices:
Students have access to a range of learning experiences that facilitate appropriate growth and development.

Students have the skills to use, and can access current technology in a range of learning experiences including solving problems, creating new knowledge and communicating.

Students achieve national minimum standards; engage in higher-order thinking; and communicate substantively about what they are learning.

Students are motivated across all areas of the curriculum by an inclusive, engaging and supportive school environment.

Strategic Direction Three
To implement efficient management practices and maintain partnerships with colleagues, families and the community that support a creative, inclusive school within a safe, positive and productive learning culture.

Evaluation Plan:
Regular meetings of the WHS committee with weekly communication meetings to include WHS information distributed to staff.

Analysis of survey data to drive future whole school initiatives focused on the safety and wellbeing of the school community.

Students identified and tracked through the Learning Support Team with timetabling to facilitate deployment of teachers for specific teaching interventions and actions.
Initiatives such as Parent Cooking Club, Parents Room and regular meetings to show increased engagement of parents from Non-English Speaking Backgrounds.

Regular finance meetings to monitor and direct the expenditure including RAM allocation.

Improvement Measures:
Develop and improve management of Health Care Plans including how information is collected in a timely manner and communicated across the school.

100% of teachers implementing the Ashfield Wellbeing Goals, with student, teacher and parent survey to show understanding of the goals and measure success of the goals.

Flexible curriculum delivery arrangements to better address the needs of individual learners including release of staff via Learning Support Team to run teaching interventions and actions.

Increasing the engagement of parents from Non-English Speaking Backgrounds in the school.

Professional development for SASS, Executive and Teaching staff in DEC financial reforms

Practices:
Providing a safe and healthy working and learning environment by adopting a preventative and strategic approach to health and safety and using measurable objectives and targets to monitor performance.

Applying school resources (staff time, expertise, funds, facilities, materials), implementing procedures and publicly positioning the school in a targeted manner to meet the learning and wellbeing needs of all students.

Enhancing student progress by engaging parents, carers and the broader community in the learning process.

Implementing the Learning Management and Business Reform (LMBR) to create new ways of working and deliver services to benefit the school community.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

- Louise Hawkins: Parent representative
- Julia Galletti: Parent representative
- Francis Le: Parent representative
- Miriam Cook: Parent representative
- Joan Drummond: Teacher/Librarian
- Liz Howard: Assistant Principal
- Rosemary Zamberlan: Assistant Principal
- Maria Karakatsis: Assistant Principal
- Kirsty Aitken: Assistant Principal
- Damien Moran: Principal

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: