Ashfield Public School
Annual School Report

2012
Principal’s Message

Ashfield Public School is a growing community school, located in the inner west of Sydney. The School celebrates cultural diversity. Students participate in a balanced learning program featuring practical and meaningful learning tasks.

The School believes that effective learning is based on the positive relationships we build with each other in partnership, in a climate of inclusivity. This means that we are always encouraging and teaching students to think creatively, reason, understand and be able to discuss and debate an idea. This builds on the skills and experiences parents have provided at home. Such real and rich classrooms and home experiences are to be highly valued. The staff is involved in continuous professional learning throughout the year. This learning is shared through Stage meetings and classroom practice and is continually reviewed.

A significant number of parents are involved in the school through the P&C. The partnership with parents and teachers is of utmost importance.

This Annual School Report (ASR) reports on the learning programs and activities that make up the school – as it steps to the future.

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.

Robyn Hutchinson

P & C Message

In July 2012, parents from Ashfield Public School formed an official P & C Association from the small but active Parent Group.

The Ashfield Public School P & C Association is made up of parents and friends who dedicate countless volunteer hours to support the students, the school and the local community. Members of the Association work tirelessly to ensure that the children receive quality education, by providing support and funding to help the school expand their facilities, equipment and infrastructure. This is achieved through fundraising. The P & C support the school, on merit selection panels, annual school surveys, some policy development and reviews, uniform, canteen and school events. Through these processes, the P & C have bonded and expanded the connection within the community.

Fundraising events in 2012 included: Mother’s and Father’s Day Stalls, Bunning’s BBQ, Swimming Week canteen and hosting a Café Kiosk during the special school events such as ‘Art in the Afternoon’, School Disco and Harmony Day. The P & C have also successfully launched the School Bag Fundraiser with the school logo printed on it.

The P & C has strived to make the school environment a better place. The playground markings and art works have enhanced the school grounds. The P & C will continue to donate funds towards school educational needs such as new books for guided and home reading and Interactive Whiteboards.

The P & C formed the Parent’s Ukulele Group to perform at the Harmony Day celebration in 2012. This group expanded into a small student Ukulele Group, which is offered as an extracurricular activity. The gardening project is expanding and working towards the creation of a ‘Harmony Garden’.

Ashfield Public School P & C thanks all parents who continue to support the school through fundraising initiatives.

Reiko Azuma, P & C President 2012

Student representative’s message

The Student’s Representative Council (SRC) continued to play an active and vital role during 2012. 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 activities and behaviour, school maintenance and fundraising were some of the issues discussed. SRC members initiated the distribution and collection of sporting equipment at lunchtimes. A number of students attended the Halogen Leadership course held at the Entertainment Centre for approximately 2000 Primary school students. This gave Ashfield students the opportunity to listen to a number of motivational speakers including the author and comedian Ahn
Doh. The SRC organised fundraising for Jeans for Genes Day and the Let African Children Learn Association. The SRC were responsible for the running of many School Assemblies, providing students with the opportunities to practise and improve their public speaking, leadership, responsibility and organisational skills. All students have had the opportunity to be part of the decision making process of the school through the SRC.

We thank the SRC Executive of 2012:

Alan He Anicca Lee, Alek Radulovic, Andrew Richards and Bella White.

School context
Students

Ashfield Public School is a small community school with an enrolment of approximately 238 students in 2012. These students come from diverse cultural and socio-economic backgrounds.

Special Education Support Unit

Ashfield Public School continues to provide quality education for students with special needs. The three I.O. (Moderate Intellectual Impairment) classes span from Kindergarten to Year 6. The unit offers a strong, secure and understanding environment to cater for many different learning styles and levels. The team’s philosophy is based on a wholistic view of each student and their educational and developmental needs. The Team maintains an academic focus and personal and social development goals. Each student has an Individual Education Plan which is devised through consultation with families, therapists and teachers. These Individual Education Plans cover all Key Learning Areas. They also include social and emotional learning goals, health and behavior plans.

2012 saw a major boost to the Support Unit’s continued efforts to increase and update technology resources, with the installation of an Interactive Whiteboard. This engaging teaching and learning tool has been well received and the School plans to have one in all Support Unit classrooms by the end of 2013.

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>136</td>
<td>134</td>
<td>120</td>
<td>120</td>
<td>139</td>
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<td>Female</td>
<td>99</td>
<td>97</td>
<td>84</td>
<td>88</td>
<td>94</td>
<td>108</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.7</td>
<td>94.6</td>
<td>95.0</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.4</td>
<td>94.4</td>
<td>95.9</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.4</td>
<td>95.9</td>
<td>90.8</td>
<td>91.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.6</td>
<td>87.6</td>
<td>94.4</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.7</td>
<td>88.1</td>
<td>96.5</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.9</td>
<td>94.5</td>
<td>96.7</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.7</td>
<td>94.0</td>
<td>96.7</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.5</td>
<td>94.8</td>
<td>93.9</td>
<td>95.1</td>
<td>94.7</td>
</tr>
</tbody>
</table>
Class sizes

The following table shows our class sizes as reported at the 2012 class size audit conducted in March 2012.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>20</td>
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<tr>
<td>1T</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2L</td>
<td>1</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>1/2L</td>
<td>2</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>3/4L</td>
<td>3</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>3/4L</td>
<td>4</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>3/4P</td>
<td>3</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>3/4P</td>
<td>4</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>6K</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>K-2G</td>
<td>K-2</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>2-5C</td>
<td>Yr2 - 5</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>3-6A</td>
<td>Yr3 - 6</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is monitored by class teachers and the Executive supervisors. Referrals are made to the Executive, Learning Support Team and Home School Liaison Officer (HSLO) as required.

Structure of classes

In 2012 Ashfield Public School had a mix of composite and single year classes. The Support Unit was comprised of 3 classes, who worked closely together, with the mainstream classes.

Staff

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. The staff team consisted of 11 classroom teachers, 5 Specialist Support teachers, a part-time School Counsellor, part-time Social Skills Coordinator, 2 full-time Administrative Staff, 3 Executive members and Principal. The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are currently no Indigenous staff members at Ashfield Public School.

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Staff establishment

<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>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20.21</strong></td>
</tr>
</tbody>
</table>

Staff retention

Ashfield Public School has a very stable staff, with a spread of experienced and newer teachers.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualification</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>
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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>115748.23</td>
</tr>
<tr>
<td>Global funds</td>
<td>167927.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>80570.03</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>134076.34</td>
</tr>
<tr>
<td>Interest</td>
<td>5494.38</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4423.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>508239.96</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 35651.34   |
| Excursions                | 24336.55   |
| Extracurricular dissections| 17972.36   |
| Library                   | 5862.50    |
| Training & development    | 10600.49   |
| Tied funds                | 66012.43   |
| Casual relief teachers    | 51119.35   |
| Administration & office   | 88878.67   |
| School-operated canteen   | 0.00       |
| Utilities                 | 54328.312  |
| Maintenance               | 25954.06   |
| Trust accounts            | 4373.10    |
| Capital programs          | 0.00       |
| **Total expenditure**     | 385089.16  |
| **Balance carried forward**| 123150.80 |

A full copy of the school’s 2012 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.

Training and Development

Teacher Professional Learning (TPL) has been a major investment in 2012. A variety of courses were attended both at school, Sydney Region and other institutions.

TPL involved classroom teachers, school executives, administration staff, integration and support staff and community languages and languages other than English staff. All staff participated in staff development days, weekly professional learning, stage and whole school meetings. Teachers attended mandatory training in Child Protection, Emergency Care, CPR and Code of Conduct. Some of the professional learning projects and workshops attended included:

Teaching English Language Learners (TELL): this program was attended by all staff. It included six workshops of two and half hours after school, assessment tasks and a written project at the end of the program. This provided teachers with current ESL pedagogy research and NSW priorities in literacy, numeracy, assessment and Quality Teaching.

Literacy and Numeracy in the Interactive K-6 Classroom Project (Sydney Region): This was attended by classroom teachers. Teachers gained in-depth knowledge in the use of IWBs to support deep learning and engagement in literacy and numeracy.

Online Training Australia - Inclusion for learners with speech, language and communication needs: A number of teachers completed this course over two terms, 2 hours after school and submitted projects.

Positive Partnerships - Supporting school aged students on the Autism spectrum: Two Executives attended the five day course and submitted projects.

Focus on Mental Health and Behaviour Issues in Mainstream: was attended by the Executive.

Best Start and L3 programs provided training in the use of Best Start software: the continuation and developed of an understanding of how to use the K-6 Literacy and Numeracy Continuums in ES1 and Stage 1.

Interactive Whiteboards and Technology: staff continued this training by attending workshops to consolidate and develop technology skills in the classroom.

Koori Art Expression at the Art Gallery of NSW: was attended by staff and provided support to develop indigenous creative art lessons.
School Performance 2012

Achievements

The Transition to School Program

The Transition to School Program includes: a week of Transition for new kindergarten students. These students come from Kindergarten Union (K.U.), Ashfield Playgroup, the Goodstart Early Learning Preschool, other local pre-schools and the students who have enrolled for the following year’s kindergarten.

Preschool visits were arranged throughout the year to introduce children to school life. They become familiar with the school environment and meet students and teachers within the school.

The Goodstart Early Learning Preschool visited twice a week in Terms 3 and 4 to experience school life in a Kindergarten class which included: participation in a fine motor program, technology activities (computers and Interactive Whiteboard) and social skills program.

In Terms 2 and 3 Parent Information Nights were organised to inform perspective parents about the school and create opportunities to talk to staff.

In Term 4, 2012 the Transition Program culminated in a week of transition for all students within the school and prospective kindergarten students. The Program promoted a smoother transition to school and involved a Buddy Program. It also promoted friendships for students before they started kindergarten.

Arts

2012 saw the implementation of the School Music Program from K-6. This program focused on musical activities that developed musical understandings, attitudes and skills. The students performed diverse styles of music from different times and cultures by singing, playing and moving and listening. The school choir grew this year, comprising of students from K-6 including students with special needs. The choir performed at various events, the highlight being performing at the National Sorry Day.

Thirty K-2 students participated in Recorder Club which started in Term 3. Students were keen and learnt to play numerous tunes, showcasing their skills and talents by performing at assemblies and Presentation Day.

A group of children from Years 3-6 began Ukulele lessons under the guidance of Reiko Azuma, culminating in a performance at the Presentation Day.

Another popular extra curricula activity was the Senior Dance Group, performing at several different school and community functions throughout the year. Students devised their own dance steps using moves inspired by different sports.

Throughout the year the Visual Arts program provided students with opportunities to explore and express themselves through a variety of mediums and learn about how and why art is created. The Visual Arts Program was celebrated in Term 3 with ‘Art in the Afternoon’ where the playground and Hall became an open art gallery. There was a vibrant display of colourful papier-mâché masks, drawings, paintings, computer generated artwork and sculptures. Parents and staff alike appreciated the creativity and effort of the students’ exhibits.
Sport

The main focus in 2012 was to develop student skills in a variety of games by holding in school gala days, lunch time training sessions and skill-based lessons during class time. Ashfield Public School has continued our commitment to the Live Life Well program through ‘Crunch and Sip’ and a focus on nutrition as part of the Well Being cycle. Over the past two years resources have been purchased through a number of programs and grants, such as The Premier’s Sporting Challenge and Coles Sport for Schools. The students participated in Swimming, Athletics and Cross Country at a Zone level as well as Cross Country and Athletics at Regional level. The students displayed fairness, cooperation and team spirit at all events, attributes that were acknowledged by members of the community. In 2013 we will continue to extend the students skills in games and sports so that we are able to compete successfully at Zone and Regional level.

The Library Program

The Library is the resource centre 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 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. A continued upgrading of reading resources has encouraged regular borrowing and use of the Library. The increased usage was evident by the ongoing participation in the Premier’s Reading Challenge. In 2012 186 students completed the Challenge. 28 Ashfield Public School students received the prestigious Platinum Certificate awarded to students who have sustained their reading by completing four consecutive Challenges. Library programs embraced the 2012 National Year of Reading by presenting many opportunities for students to explore reading through meeting authors, illustrators and new publications. In February Year 5 students were invited to visit Ashfield Municipal Library and were amazed by the gifted illustrator Di Wu, while in November Year 6 was inspired by the talented author Deborah Abela. Year 3 and 4 travelled to the Seymour Centre to see the clever stage production of Sadako and the Thousand Paper Cranes. They also participated in a Connected Classroom discussion with Banks PS. This provided an interactive opportunity for students in local and distant school districts to share their responses and thoughts relating to Australian literature. Kindergarten and the Support Unit registered with the National Simultaneous Story time in May and listened to The Very Cranky Bear with 150,000 other children simultaneously throughout Australia. Other Library visitors included Indigenous dancer and story-teller Jannawi and a story version of the Olympic Journey which kept Stage 1 entertained. The Library hosts annual events such as Book Week, Book Fair, Librarian’s professional learning, local and international visitors. One of the growth areas in the Library in 2012 was the participation in Homework Club held on Thursday afternoons from 3.00pm to 4.30pm. With assistance from STAP tutors from the Canterbury Migrant Resource Centre and the dedication of APS teachers, the numbers attending rose from 10 students in 2011 to an average of 40 students per week in 2012. Many students took the opportunity to receive individual tuition as well as using the library computers to complete homework tasks.

Information Technology

Students at Ashfield Public School have had access to a bank of computers in the Library and computers in all classrooms. Library computers are available for student use during supervised lunch times and after school including a weekly Homework club group. The positive students’
responses received about homework have led to an increased popularity of the Homework club and the recruitment of Sydney University tutors to assist students. Other programs include Mathletics and Literacy games. The installation of Interactive Whiteboards in most classrooms has led to a better use of technology throughout the school. Continued up skilling of staff on IWB programs will occur during 2013. Future funds will be used to purchase two more IWBs for the classrooms in the Courtyard. To assist with the high performance of IT the school decided to employ an IT specialist on a fortnightly basis. Stephen Guan has been invaluable in the maintenance of all IT throughout the school. It has been recommended by the IT committee that he be retained throughout 2013. The school website has been trialled throughout 2012 and has created links for the school Newsletter and Weekly Bulletin. In response to the results from the Parent surveys, an App is available so parents can receive the newsletter via their iPhone. Thanks to the approval of some timetable adjustments, time is available for website editing to keep information current and relevant.

Premier’s Spelling Bee

All students in Stage 2 and 3 were given the opportunity to participate in this competition at class level. Students enthusiastically rose to the challenge and teachers saw a marked improvement in their spelling.

Two students from Stage 2 and Stage 3 were selected to represent Ashfield Public School at the Area Final: two in the junior section and 2 in the senior section.

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 twelve other countries. In 2012 students from Stage 2 and Stage 3 chose to participate in the competitions.

Twenty one students participated in Mathematics and were awarded: 1 High Distinction, 2 Distinction, 6 Credit and 12 Participation Certificates.

Twenty students participated in English and were awarded: 4 Credit and 16 Participation Certificates.

Sixteen students participated in Computer Skills and were awarded: 1 High Distinction, 4 Credit and 11 Participation Certificates.

Fifteen students participated in Science and were awarded: 1 Distinction, 4 Credit and 10 Participation Certificates.

Sister School and Chinese Ambassadors 2012

Our Chinese Ambassadors were elected at the beginning of the year and performed their leadership role effectively throughout the year. In 2012 Jerico, Sara, Zanelle, Alan, Zoe, Kate, Gian-Carlos and Tony were the Chinese Ambassadors. As part of their role they organised badminton training. This led to a badminton competition for all Stage 2 and 3 students in term 3. This newly introduced sport to Ashfield Public School was highly successful and supported by the students.

Ashfield Public School worked with the Project Officer of the Expanding Horizons Asia: Scott Smith 史老师 on several occasions. Wei Yang Experiment Primary School continued to be our sister school. Ashfield Public School is looking forward to working closely with the Confucius Institute and our Sister School in the years to come.
Environmental Education

Environmental education continues to be integrated into all Key Learning Areas. The courtyard vegetable garden produced some wonderful fresh vegetables and herbs. Once again the garden provided a great learning environment for students to be involved in hands on learning, maths and science activities. The school’s social skills program teacher also used the produce to cook, engage students and promote positive relationships. The Support Unit students created a new Scarecrow for the garden.

Ashfield Public School added new seating in the back playground which provided shelter from the sun and protected our very old and precious trees.

With a grant received from Wests Ashfield phase 1 of the Sensory Garden has begun. The P & C are supporting this project through grant writing. Ashfield School is grateful to Urban Landscapes for offering to design the Sensory Garden.

Students participated in Clean Up Australia Day and continue to organise recycling in all classrooms.

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 test data for each cohort and for individual students to gain a deeper understanding of what our students were able to do well and the areas in which their performance could be improved.

This information subsequently informed 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 IO Unit).

Reading – NAPLAN Year 3

![Percentage in bands: Year 3 Reading](image)

Academic NAPLAN Results

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

**Significant programs and initiatives**

**Reading Recovery**

Reading Recovery is taught at Ashfield Public School by a trained and registered Reading Recovery teacher. This specialised reading program targets Year 1 students who have been identified as making slow progress in literacy. The students work with the teacher on a 1 to 1 basis for ½ an hour a day, five days a week. Once the students have achieved the desired level of competence they will no longer take part in the program. The Reading Recovery teacher will monitor their progress in class. Students who have been part of the Reading Recovery program are monitored in Year 2 and 3 to see that their literacy skills are progressing at grade level. In 2012, 8 students were catered for in the program.

**Support Teacher Learning Assistance (STLA) and Learning and Support Teacher (LaST)**

Semester 1 2012, Support Teacher Learning Assistance (STLA) supported students who had difficulties in Literacy and Numeracy. This support was within the classroom setting or in a small group withdrawal situation. Students from Year 1 to Year 6 were catered for in this program. In 2012 both classroom and withdrawal groups proved to be successful in meeting the specific needs of the students. Some students also benefited from time with the teacher on a 1 to 1 basis where they worked on an Individual Learning Program (IEP) specifically designed to maximise their progress. The STLA worked in conjunction with the class teacher.

From the beginning of Semester 2 the STLA position became the Learning and Support Teacher (LaST) position and the role became more diverse. The LaST’s role is to:

- Work collaboratively with class teachers to support assessment for learning of their students with additional educational needs and identify specific learning and support needs.
- Plan, implement, mentor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers.
- Plan, implement, mentor and evaluate personalised adjustments for learning where required, with the class teachers, student and/or 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.
- Provide specialist advice, support and mentoring to class teachers.

The role of the LaST teacher is evolving in consultation with teachers and parents in regard to students’ needs.

**Aboriginal Education**

Ashfield Public School has a dedicated Aboriginal Education Committee consisting of parents, staff and Indigenous community members. During 2012 this committee has strived to develop a depth of understanding of Indigenous culture, celebrations and challenges for both indigenous and non-indigenous students. Teachers and students have benefited from the committee’s encouragement and recommendations by involvement in a number of programs. Koori Expressions, a Sydney Region professional development course, was attended by two staff members to further develop the skills of teachers in teaching Indigenous art. The school community was involved in acknowledging and celebrating Aboriginal culture through holding major assemblies for Reconciliation Day and NAIDOC Week. The school was honoured to have the NAIDOC Week acknowledgement of country made by an Indigenous parent from our school, Kalinda Griffiths. The students were exposed in greater depth to significant cultural activities by
participating in a rotation of ‘hands on’ sessions following the assembly. The students completed activities: including working with ochre paints, creating collages, dancing to didgeridoo music performed by students from Ashfield Boys High School and using technology to research the theme of NAIDOC 2012- The Tent Embassy. As a school community we were delighted to acknowledge the achievements of a student from Stage 1 who was awarded a Sydney Region 'Deadly Award' for making significant achievements in a variety of activities at school. The school is proud to acknowledge the Wangal people, on whose land Ashfield Public School is built, at all school assemblies and fly the Aboriginal, Torres Strait Islander and Australian flags.

Chinese CLOTE and LOTE Program

In 2012, the Chinese Community Language Program at Ashfield Public School continued to consolidate native speakers’ first language skills. The program is developed with an aim to enhance native Mandarin speakers’ learning of English as a Second Language. It is closely linked with the Key Learning Area outcomes and follows the Department of Education Language Syllabus. Support is also provided for students in: Mathematics and problem-solving, literacy, well-being programs and Inquiry Based Learning.

In our Language Other Than English program (LOTE), Chinese language classes provide a cultural as well as a language program for non-native speakers. The program continued to develop students’ awareness, understanding and acceptance of different cultures. All students had the opportunity to experience the cultural celebrations of: Chinese New Year, Dragon Boat Festival and Moon Festival.

The School continued to be involved in activities with the Confucius Institute by participating in in-service courses.

Multicultural Education & English as a Second Language (ESL)

Approximately 82% of the student population has a language background other than English. Ashfield Public School takes pride in celebrating its diversity at school and in the wider community. Honouring and respecting the various cultural heritages and traditions are an integral part of our school community. ESL students are supported by Specialist Support teachers who work collaboratively with classroom teachers to enrich learning. ESL Programs include developing communication skills and language proficiency across the curriculum. Many of the ESL students gain the confidence necessary to represent the school in many leadership roles. At Ashfield Public School, the students and their families are a valuable multi-cultural resource, which enhances learning across the curriculum.

Inquiry-based Learning

Inquiry-Based Learning (IBL) is the explicit teaching of the skills of critical and logical thinking, questioning, reasoning and problem solving in a fair, consistent and caring environment. This higher order thinking is embedded in all Key Learning Areas.
Relationship Building

The culture of Ashfield Public School is one of inclusiveness, where children and their families, their cultures, languages and beliefs are honoured and respected. The School assists students to learn these values.

Ashfield Public School has participated in the REACH program for 4 years. This program builds self-esteem and resilience in the older students.

The Social Skills Coordinator works in partnership with teachers, parents and the School Counsellor. The Coordinator assists students in developing positive relationships and helps families in accessing services.

Buddy Program K-6 and Support Unit

Ashfield Public School students participated in activities through a Buddy Program. The 2012 Kindergarten students were introduced to their buddies who looked after them throughout the year. They shared in weekly activities across all Key Learning Areas. The program encouraged a positive start to school life and promoted inclusivity throughout the year.

Ashfield Steps to the Future

Over the past 5 years Ashfield Public School has engaged in a process of re-badging and re-imaging. This has involved signage, logo and the establishment of an Indigenous Bush Tucker Wangal Playground. A uniform has been designed through collaboration between staff, students and parents. The reimaged School Website was launched in Term 1, 2012.

Progress on 2012 targets

2012 represented the first year of the next 3 year Strategic Plan cycle 2012 - 2014

Target 1

Literacy

Our achievements included:

- Greater achievement level in the top skill bands of NAPLAN.
- Students participating in Premier’s Reading and Spelling Challenge, with continuing good results.
- In-class curriculum differentiation has led to improved results for most students.
- Student academic results have been enhanced through highly collaborative Stage team work and planning.
- A strong focus on literacy teaching skills in the early years has contributed to improved student performance.
- Inquiry-Based Learning is integrated throughout curriculum.

Target 2

Numeracy

Our achievements included:

- Mathematics groups within the class and Stages have contributed to improved Mathematics results.
- Staff are engaged in professional learning in Mathematics, through external courses, and in school team collaboration.
- Mathletics provided an opportunity for students to increase on-line Mathematics skills.
Target 3

Technology

Our achievements included:
- Training and development and Projects to support the integration of ICT in all Key Learning Areas.
- Continual extension of use of the Connected Classroom within and beyond Ashfield Public School.
- Team teaching using ICT.
- Reviewing communication systems between school and parents/parents and parents.
- Implementation of school newsletter online.

School evaluation

The two areas that were targeted for evaluation were Homework and Information Technology. Teachers, students and parents were surveyed and the discussion that followings outline the results.

Homework

Background

Homework activities at Ashfield Public School reinforce and enhance the class teaching and learning program. The survey was intended to assist the school in reviewing the existing Homework Policy which will be updated in 2013.

Findings:
- Parents: 97% of parents wanted their child to receive homework.
- Students: 73% of students said that they had a quiet place at home to do their homework and had someone to help them if they were having difficulties.
- Teachers: 75% of students from Kindergarten to Year 6 completed their homework.

Conclusions:
- Parents were satisfied with the homework that was given to the students. They felt that the Homework Grid was very valuable.
- Students: A large number of students from Kindergarten to Year 6 completed their homework with a high degree of accuracy.
- Teachers: acknowledged that the areas covered for homework; reading, maths and spelling supported the student by consolidate classroom learning.

Future directions:
- The Homework Policy committee will draft a document in consultation with staff, the school community and students based on the information from the survey.
- Students requiring further assistance will be encouraged to attend the Homework Club one afternoon a week at the school. This session provides the students with individual support from teachers and STAP tutors.

Information Technology

Background

Ashfield Public School is committed to providing students with the access and the skills they will need to utilise technology. The survey was intended to assist the School with information in the area of Information Technology and provide the staff with feedback for future planning of Teaching and Learning programs.

Findings:
- Parents: 43% of parents are accessing the school website at least once a month.
- Students: 87% of students have access to the internet at home. 59% of students are accessing online Mathematics homework between 1 and 4 days a week.
- Teachers: 100% of staff surveyed agreed that it was beneficial to give some homework online.

Conclusions:

- Parents: There are some parents using the school website to gain information about school events, Departmental resources and links to the community but there are still a large number of families who are not accessing this information.

- Students: Providing homework online has proven to be both viable and popular among students.

- Teachers: Continue to support providing some homework online with a review of the type of homework set and which age group it is used for.

Future directions:

- The Information Technology Team will continue to monitor the updating of the School website and provide dedicated teacher IT time. A joint project involving the website to be discussed with the P & C.

- Continued employment of an IT specialist.

- Students who do not have access to the internet at home will be given priority access to the Library computer bank at lunchtime and Homework Club.

School planning 2012—2014

Background
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the Department of Education and Communities planning document.

Targets for 2012
2012 marked the beginning of the next 3 year Strategic Planning Cycle.

The Targets for 2012 built on and consolidated the work over the last 3 years of the Strategic Plan. The 2012 targets set the focus for the next Strategic Planning period 2012 -2014.

Targets for 2013

School priority 1

Target 1: Literacy
A whole school integrated approach, with a strong focus on Training and Development resulting in sustained and improved learning outcomes for students incorporating the Quality Teaching Model.

Intended outcomes:

- NAPLAN results improved, with incremental growth year by year for Stages 2 and 3.

- Continue a whole school integrated approach with an emphasis on the Quality Teaching Framework and Inquiry-Based Learning processes.

- Staff Training and Development focusing on Literacy implementation.

- Staff training to implement the Australian English Curriculum in 2014.

- Expansion of the Best Start Program, K-6 Literacy Continuum and Quality Teaching Model to improve teaching and learning programs and the reporting of student data.

Strategies to achieve this target include:

- Use the Quality Teaching Framework and K-6 Literacy Continuum to assist teachers to assess, plan, teach and monitor progress.

- Continue to monitor student assessment through the literacy tracking system K-6.

- Utilise information gained from the TELL project to provide professional learning in assessing and teaching ESL and Language Background Other Than English students.
- Continue staff training in effective literacy strategies incorporating modelled, guided and independent reading.

- Participating in the Grow Project Best Start Stage 1 to provide professional learning in understanding the K-6 Literacy Continuum.

- Using NAPLAN Data to verify and track levels of progress in Years 3 and 5.

- Supporting students in their first language through: ESL and LOTE Programs.

- Supporting students through the Reading recovery and LaSt programs.

- Recognising the needs of Indigenous students through Teaching and Learning program.

- Supporting identified students requiring Individual Learning Programs and Personal Learning Programs for indigenous students.

- Differentiating the curriculum for students where required.

Success will be measured by:

- Teacher observation, collection of anecdotal and formal data, as an indication of progress.

- Evidence of implementation of strategies as seen in programs and observed through the Teacher Assessment and Review process.

- NAPLAN Data Analysis. Areas that require support will be included in Teaching Learning Programs.

- Continued staff Professional Development.

School Priority 2

Target 2: Numeracy

A whole school integrated approach, on sustained and improved learning outcomes for students incorporating the Quality Teaching Model. There has been a strong focus on staff Training and Development.

Intended outcomes:

- NAPLAN results improved with incremental growth year by year in Stages 2 and 3.

- Continue a whole school integrated approach, incorporating Inquiry-Based processes, in the context of the Quality Teaching Framework.

- Staff Training and Development focusing on Numeracy implementation.

- Expansion of the Best Start Program and K-6 Numeracy Continuum in the context of the Quality Teaching Model to improve teaching and learning programs and the reporting of student data.

Strategies to achieve this target include:

- Participate in the Interactive Numeracy and Literacy Project to provide professional learning in numeracy and literacy and incorporating ICT.

- Continued support from the District Learning Support Team and Sydney University for students who are in Stages 2 and 3 in the area of Numeracy.

- Purchasing of resources to support the delivery of syllabus and new Curriculum outcomes.

- Familiarising staff with DEC support resources.

- Utilising Count Me In Too and ICT to support numeracy lessons.

- Using NAPLAN Data to verify and track levels of progress in Years 3 and 5.

Success will be measured by:

- Teacher observation, collection of anecdotal and formal data, as an indication of progress.
Evidence of implementation of strategies as seen in programs and observed through the Teacher Assessment and Review process.

NAPLAN Data Analysis. Areas that require support will be included in Teaching Learning Programs.

Results of Student testing: SENA 1 and 2, Diagnostic Mathematics Test Stages 2 & 3 and Number Sense Diagnostic Assessment.

Continued staff Professional Development utilising new resources.

School Priority 3

Target 3: Technology

A whole school integrated approach, with a strong focus on Training and Development resulting in sustained and improved learning outcomes for students incorporating the Quality Teaching Model.

Intended outcomes:

- Increase the integration of technology across all curriculum areas.
- Collaborative planning with the Teacher Librarian IT.
- Training and Development for teachers.
- Participation of parents in the technological development of the school website.
- Increase students’ use of technology for homework tasks.

Strategies to achieve this target include:

- Training and development and projects to support the integration of ICT into all KLA’s.
- Up skill teachers in the use if IWB and Notebook software.
- Trialling a scope and continuum for ICT for Stage 1.

- Continuing collaboratively planning to develop research skills in Stages 2 and 3.
- Use of the DEC resources to enrich teaching and learning.
- School website regularly updated.
- Trialling a Cyber Bullying Policy.
- Regular maintenance of IT equipment.
- Increased access to IT facilities for student to complete homework tasks.

Our success will be measured by:

- Employment of an IT specialist on a fortnightly basis.
- Increased dedicated teacher IT time specifically for website updating.
- Staff, parent and student survey completed.
- Increased number of students attending Homework Club in order to complete IT homework.
- Evidence of implementation of strategies as seen in programs and observed through the Teacher Assessment and Review process.
- Effective use of allocated IT time by teachers.

About this report

In preparing this report, the self-evaluation committee 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 determined targets for the school's future development. The Committee was comprised of:

Reiko Azuma: Parent representative
Denise Te Awa: Class Teacher
Joan Drummond: Teacher/Librarian
Liz Howard: Assistant Principal
Rosemary Zamberlan: Assistant Principal
Kirsty Aitken: Assistant Principal
Robyn Hutchinson: Principal

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