Ashfield Public School
Annual School Report

2013
Messages

Principal’s Message

Joining Ashfield Public School in 2014 as principal it gives me great pleasure to work collaboratively with the executive team and teachers to report on the outstanding achievements of Ashfield Public School during 2013.

Ashfield Public School positions itself as an inclusive community school that provides every child with every opportunity within a culture of growth and performance. This focus of ‘children first’ is about maintaining a whole school culture of quality teaching to nurture and progress academic and social achievement.

This Annual School Report (ASR) reports on the learning programs and activities that make up the 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

We commenced 2013 with a great vigour and enthusiasm, joined by our new kindergarten parents. As a result we had a very busy and successful year and this energy has invigorated our entire community!

The Ashfield Public School P & C Association is made up of dedicated parents, carers and friends who tirelessly ensure that our children receive a quality education by providing support and funding to assist the school expand its facilities, equipment and infrastructure. This is mainly achieved through fundraising. Members also participate in supporting the school on merit selection panels, an annual school survey, some policy development and reviews, uniform, canteen and fundraising activities and school events.

Fundraising events in 2013 included the Mother’s and Father’s Day Stalls, a Bunning’s BBQ, Swimming Week Ice Block Canteen, Election Cake Stall and hosting a Café Kiosk during special school events including Harmony Day, the Arts Festival, the School Disco, Book Week and Chinese Cultural Day. In addition, the selling of a School bag and second hand uniforms are ongoing fundraisers.

Most importantly through these processes the community created a warm, caring and inclusive environment. To assist the development of such an environment the P&C also hosts morning tea every Friday after assembly as a time to inspire our vision, share any concerns or just simply meet and connect with other parents, carers and the P&C representatives. All are welcome to drop by and say hello.

The Ashfield Public School P & C Association has striven to enhance the school environment as a safe and thriving learning community hub. The P & C supported a Ukulele Club which has grown each year. The club’s performances were in high demand throughout 2013. It was invited to perform at Ashfield Council’s NAIDOC Day Celebration and Education Week and several special occasions within the school. The P&C is looking forward to continuing the program in 2014.

The opening of the Harmony Garden, an edible and eco-friendly outdoor classroom to which all children have access, was one of the highlights of 2013. The garden was funded by Wests Ashfield and driven by the tremendous effort and dedication of our Garden Committee. This project was fully supported and encouraged by our beloved principal, Mrs Hutchinson who retired in June after 50 years of dedication in the field of education including 10 years at Ashfield Public School. The garden reflects the successful legacy of "holistic education" that Mrs Hutchinson has left with the school.

The P&C looks forward to watching this incredible living, learning space be fully utilised and integrated into the innovative educational programs of Ashfield Public School. We anticipate inspiring our children’s infinitely creative minds and cultivating a rich understanding about the interconnectedness of all life. We are surely spoiled!

Also, our Sensory Garden was revamped in 2013, funded through the Leighton’s Community Development Grant. This much loved fun-filled interactive garden will ignite the endless imagination of the young minds and provide an important green space within our playground.
The Ashfield Public School P & C Association thanks all parents who continue to support the school by participating in our initiatives and most importantly by striving to build good and positive relationships with the class teachers. Please join us hand in hand in 2014 to continue this joyful and meaningful journey that enriches you and your children's life. Let's continue to extend the positive and creative vibration of Ashfield Public School to the entire Ashfield community!

Reiko Azuma, P & C President 2013

Student Representative’s Message

The Student’s Representative Council (SRC) represented our school through many programs and events in 2013. 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. The Executive were required to perform tasks such as welcoming visitors and new parents to the school, running special event assemblies, being the MC’s at The Arts Festival and assisting teachers and students where needed.

The SRC also held fund raising events for Jeans for Genes Day, the Let African Children Learn Association, and the flood victim appeals in Queensland and the Philippines. One student, Abdul Kamara, was nominated for the Wests Ashfield Community and Citizenship Awards and was named the Individual Primary School Winner for displaying leadership and encouragement to younger students in the school.

A number of students had the opportunity to attend the Halogen Leadership course which involved about 2000 primary school students. Inspirational community leaders gave students ideas on how they could become good leaders in their school community.

All students at Ashfield Public School are given many opportunities to display leadership and be a part of the decision making process of the school through the Student Representative Council.

We thank the SRC Executive of 2013:

Alan Guan
Sara Marey,
Abdul Kamara,
Zsanelle Tampis
Tam Van

School Context

Introduction

Ashfield Public School is a small community school with an enrolment of approximately 245 students in 2013. Students come from diverse cultural and socio-economic backgrounds.

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>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>134</td>
<td>120</td>
<td>120</td>
<td>139</td>
<td>130</td>
<td>136</td>
</tr>
<tr>
<td>Female</td>
<td>97</td>
<td>84</td>
<td>88</td>
<td>94</td>
<td>108</td>
<td>109</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>204</td>
<td>208</td>
<td>233</td>
<td>238</td>
<td>245</td>
</tr>
</tbody>
</table>

Student enrolments continued a steady pattern of growth. 2013 represented a 20% increase in enrolments since 2009.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</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>91.9</td>
</tr>
<tr>
<td>1</td>
<td>95.4</td>
<td>94.4</td>
<td>95.9</td>
<td>95.3</td>
<td>94.3</td>
</tr>
<tr>
<td>2</td>
<td>93.4</td>
<td>95.9</td>
<td>90.8</td>
<td>91.9</td>
<td>96.2</td>
</tr>
<tr>
<td>3</td>
<td>94.6</td>
<td>87.6</td>
<td>94.4</td>
<td>95.3</td>
<td>95.5</td>
</tr>
<tr>
<td>4</td>
<td>95.7</td>
<td>88.1</td>
<td>96.5</td>
<td>93.3</td>
<td>96.3</td>
</tr>
<tr>
<td>5</td>
<td>93.9</td>
<td>94.5</td>
<td>96.7</td>
<td>96.6</td>
<td>95.7</td>
</tr>
<tr>
<td>6</td>
<td>94.7</td>
<td>94.0</td>
<td>96.6</td>
<td>96.1</td>
<td>96.5</td>
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<tr>
<td>Unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>88.7</td>
</tr>
<tr>
<td>Total</td>
<td>94.8</td>
<td>93.9</td>
<td>95.1</td>
<td>94.7</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Structure of classes and class sizes

The following table shows class sizes for Ashfield Public School as reported at the 2013 class size audit conducted in March 2013. The table also shows the mix of composite and single year classes.
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 (previously Teacher’s Aide Special).

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.

This year the Support Unit achieved some more of its goals for the integration of Technology into the learning environment. Each class now has a set of 5 iPads, an Interactive White Board and access to Wi-Fi.

The Support Unit has also completed Phase 1 of the Sensory Garden which was designed to provide a space in the playground where the children can enjoy themselves while providing some sensory stimulation in a safe environment.

<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>21</td>
<td>21</td>
</tr>
<tr>
<td>1T</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1/2L</td>
<td>1</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>3/4P</td>
<td>3</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5/6K</td>
<td>5</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>K-3G</td>
<td>K</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>1-5C</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>3-6A</td>
<td>3</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

Support Officer (previously Teacher’s Aide Special).

Staff

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

In 2013 the staff at Ashfield Public School consisted of 11 classroom teachers, 5 specialist support teachers, a part-time school counsellor, part-time social skills coordinator, 2 full-time

<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>21</td>
<td>21</td>
</tr>
<tr>
<td>1T</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1/2L</td>
<td>1</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>3/4P</td>
<td>3</td>
<td>13</td>
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</tr>
<tr>
<td>5S</td>
<td>5</td>
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<tr>
<td>5/6K</td>
<td>5</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>K-3G</td>
<td>K</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>1-5C</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>3-6A</td>
<td>3</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>
administrative staff, 3 executive members and a 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.

**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>9</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>20.21</td>
</tr>
</tbody>
</table>

**Staff retention**

Ashfield Public School has a very stable staff, with a spread of experienced and newer teachers. In 2013 the principal Robyn Hutchinson retired and a new principal, Damien Moran, was appointed through a merit selection process. Mr Moran commences his position as principal in 2014. Assistant principal, Rosemary Zamberlan, was relieving principal for Terms 3 & 4 of 2013.

**Teacher qualifications**

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>90%</td>
</tr>
<tr>
<td>Postgraduate</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.

The school has a formal sign in and sign out procedure for students arriving late and leaving early.

Also, parents and carers are guided to adhere to DEC procedures in formally applying to the school for cases of extended leave from school. All families who took extended leave completed an Exemption from School Attendance Application in line with the DEC Attendance Policy and Procedures.

**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>Income</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>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school's 2013 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 2013

Achievements

Training and Development

A variety of training and development workshops were held at the school, at various locations within the Sydney Region and via Video Conferencing.

The introduction of the NSW Syllabus for the Australian Curriculum English K-10 has been a major part of our Teacher Professional Learning (TPL) in 2013. These workshops were about ensuring a smooth transition from the current English syllabus to the new syllabus which will be implemented in 2014.

Professional Development for 2013 also included:

- Training for the Best Start Targeted Early Numeracy (TEN) Intervention Program used the Mathematics K-6 syllabus to set expectations for student achievement in addition and subtraction.

- The continuation of Best Start and L3 training in the use of Best Start software and developing an understanding of how to use and unpack the K-6 Literacy and Numeracy Continuums.

- Mental Health Support for Primary School training which provided strategies to plan and program for identified student needs.

- PDPHE workshops to support the implementation of the Sports Program K-6.

- ASPIRE Leadership Program for Primary Teachers training to support teaching and leadership development.

- Leadership in Supporting Teacher Effectiveness with Gifted and Talented Learners training

- A Board of Studies NSW focus group for the Draft Australian Curriculum Languages for Chinese and Italian which was attended by The Community Language teacher.


- A workshop on Epilepsy Action Australia General Awareness.

The Transition to School Program

The Transition to School Program included preschool visits throughout the year to introduce the Kindergarten children for 2014 to school life. This was about getting the children to become familiar with the school environment and to meet students and teachers.

In Term 4 the Early Learning Preschool visited twice a week to experience school life in a Kindergarten class. The visit included participation in a fine motor program, technology activities (computers and Interactive Whiteboard) and a social skills program.

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

In Term 4, 2013 the Transition Program culminated in a week of ‘Transition’. A feature of the program was the introduction of each child entering Kindergarten in 2014 to a Year 5 buddy.

Arts

2013 was an exciting year in the development of the performing arts at Ashfield Public School.

The music program continued on from 2012 with all students having a weekly music lesson from the specialist teacher.

The school choir included students from Year 1 to 6. The choir performed at many events including Reconciliation Week at Ashfield Mall. The recorder group and the after-school Ukulele lessons both continued to be well attended. These groups were showcased with performances at assemblies and Presentation Day.
Performance groups were formed in Term 1. All students chose a group from a number of options including dance, puppetry, drumming, drama and film making. There was a daytime performance as well as the very popular evening performance to showcase the acts under the heading Ashfield Extra.

The visual arts were also celebrated with an open air display of beautiful interpretative paintings. Other artwork was continually on display throughout the school showcasing students’ great talents.

**Sport**

The main focus in 2013 was to develop student skills in a variety of games and sports through weekly participation in skill-based sport and fitness programs.

Ashfield Public 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.

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.

This year the school continued to purchase resources through a number of programs and grants, such as The Premier’s Sporting Challenge and Coles Sport for Schools.

**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 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 wiki continues to assist students with research sites and is conveniently linked to the school website. The continued use of the Library as a reading centre was evident again in 2013 by the number of students who participated in the Premiers Reading Challenge. 187 students completed the challenge with 22 students receiving a Gold award for completing 5 consecutive challenges.

The Library coordinated a number of events throughout the year. These included Early Stage students participating in the National Simultaneous Story time by listening to The Wrong Book with 150,000 other children simultaneously throughout Australia. Stage 3 students were invited to Ashfield Library to meet Morris Gleitzman while Stage 2 attended a stage play at the Seymour Centre called My Girragundji.

All students enjoyed purchasing at the Book Fair and there were many interesting costumes at the Book Week character parade.

The Homework club continued to be well supported throughout 2013 with an average of 50 students, 6 tutors and 4 teachers attending regularly. The school acknowledges the support of the Canterbury Migrant Resource Centre in
coordinating with the universities to provide the tutors.

**Information Technology**

Information Technology has continued to improve throughout 2013. With the fortnightly visits from the IT specialist Steven Guan, the maintenance and general running of equipment has been maintained. All classrooms are equipped with at least 3 computers and Interactive Whiteboards (IWB’s) as well as the bank of computers in the library for use by every student every week.

The School website has now completely changed to the DEC’s website format. The new format contains links for information published by the DEC. There is also a link for excursions and school expenses to be paid on line as well as links for the school newsletter, The Wangal News.

Recently Wi-Fi was installed in Block C and the Library. 10 iPads were purchased with usage available to all students through the IT Library program.

**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 Regional Final: two in the junior section and two 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 2013 students from Stage 2 and Stage 3 chose to participate in the competitions.

Twenty students participated in Mathematics and were awarded: 2 High Distinction, 1 Distinction, 5 Credit and 12 Participation Certificates.

Seventeen students participated in English and were awarded: 1 Distinction, 4 Credit and 12 Participation Certificates.

Eighteen students participated in Computer Skills and were awarded: 1 High Distinction, 3 Credit and 14 Participation Certificates.

Seventeen students participated in Science and were awarded: 2 Distinction, 4 Credit and 11 Participation Certificates.

**Sister School and Chinese Ambassadors 2012**

This year, Vania Chindrana, Lakshya Verma, Mieke Gandharba, Yahya Faid, Jason Chen, William Raglus and Kevin Zheng were elected to be the Chinese Ambassadors. They effectively performed their leadership role throughout the year including meeting every Wednesday afternoon to discuss concerns and organise activities for the school. An example of an activity included badminton training every Thursday lunch with a competition at the end of the year. Badminton was highly successful and supported by the school community.

In 2013 our Ambassadors organised a Chinese Cultural Day which was a great success. The day included five different activities including Chinese Dance, Kung Fu, Chinese music, Painting and Badminton. All classes were being put into groups to participate.

Ashfield Public School participated in the DEC Expanding Horizons Asia initiative and continued to maintain a relationship with its sister school, the Wei Yang Experimental Primary School.

**Chinese CLOTE and LOTE Program**

The Cultural Language other Than English (CLOTE) Program continued to consolidate and develop native speakers’ first language skills. It also continued to support native Mandarin speakers learning English as a Second Language.

The Language Other Than English (LOTE) Program (LOTE) continued to teach students about
Chinese culture and aspects of the Mandarin language. It catered for non-native speakers. The program was about developing student awareness, understanding and acceptance of Chinese culture.

**Environmental Education**

Environmental education continued to be an important and integrated topic in all Learning Areas.

The P & C were successful in completing the Harmony Garden project which supports classes in teaching and learning about sustainability and environmental responsibility.

Students participated in Clean Up Australia Day and continued to organize recycling in all classrooms.

**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 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 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 Ashfield Public School’s IO 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](http://www.myschool.edu.au) enter the school name in the Find a school and select GO.

**Average progress in Reading between Year 3 and 5**

![Average progress in Reading between Year 3 and 5](image)

**Average progress in Numeracy between Year 3 and 5**

![Average progress in Numeracy between Year 3 and 5](image)
Significant programs and initiatives

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

In 2013 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 2013, nine students participated in the Reading Recovery program.

**Learning and Support Teacher (LaST)**
The Learning and Support Teacher (LaST) has a diverse role in the school. 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 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.

**Aboriginal Education**
Ashfield Public School has an active Aboriginal Education Committee that worked hard in 2013 to develop a depth of understanding about Indigenous culture, celebrations and challenges for both Indigenous and non-Indigenous students.

During the year all staff members were in-serviced by DEC Aboriginal Consultants in developing and writing Personalised Learning Plans for Indigenous students. Parents and staff worked collaboratively to set appropriate goals and celebrate successes of these students.

NAIDOC Week celebrations included a very successful assembly. At the assembly the Yirrikala Bark Petitions and the significance of wearing the colours red, black and yellow was explained to the audience. Students from both Ashfield Public School and Ashfield Boys High School performed. Joshua Stains from the high school played the didgeridoo. The Year 8 choral group sang the National Anthem in an Indigenous language. The Ashfield Public School choir performed a song called *Waka Nini Yana*, a lullaby from the Yorta Yorta nation which is found on the New South Wales border.

Other highlights of the NAIDOC Week celebrations included workshops run by Indigenous Experience. This involved all students participating in activities about Aboriginal music, artefact making and art.

As part of the annual school Reconciliation Week assembly, the school welcomed Debbie Lennis, a local Aboriginal community member who performed the acknowledgement to country and spoke of the significance of recognition. The choir, ukulele and recorder groups were also proud to represent the school and perform for the community at the Ashfield Council Reconciliation Week BBQ.

To further support the teaching of Indigenous culture in the school, the Aboriginal Education Committee purchased a variety of traditional and more contemporary Aboriginal objects and artworks which are now on display in the library.

The school community was delighted to acknowledge the achievements of a student from Stage 2 who was awarded a Sydney Region ‘Deadly Award’ for consistent achievements and citizenship at Ashfield Public School.
The school is proud to acknowledge the Wangal people, on whose land Ashfield Public School is built. The school flies the Aboriginal, Torres Strait Islander and Australian flags.

Multicultural Education & English as a Second Language (ESL)

Approximately 86% of the student population has a language background other than English. The student population represents 37 languages other than English.

Ashfield Public School takes pride in celebrating its diversity by honouring and respecting the various cultural heritages and traditions.

ESL students are supported by Specialist Support teachers who work collaboratively with classroom teachers to enrich learning. In addition to in-class support, nominated students are withdrawn for intensive English lessons. ESL Programs include developing communication skills and language proficiency across the curriculum.

Buddy Program K-6 and Support Unit

A buddy program exists at Ashfield Public School. During 2013 the Stage Three students worked with a Kindergarten buddy. The program promoted inclusivity, friendship and positive role-models.

Ashfield Public School Plan 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.

Progress on Key Priority Areas in 2013

School Priority 1: Literacy

Evidence of progress towards outcomes:

- Maintaining school growth in literacy that was above the state for all Year 5 Students as measured by NAPLAN 2013. This included growth in grammar and punctuation, reading, writing and spelling.

- Increasing phonological awareness, visual perception of letters, word recognition and analysis, structural analysis and phrasing in fluent reading by embedding the Language, Literacy and Literature Program (L3) into K-2 English programs with explicit and systematic instruction of reading and writing strategies.

- Developing teacher’s skills and capabilities with systematic training in applying the new NSW English Syllabus in preparation for mandatory implementation in 2014.

- Accelerating the literacy learning of lower performing students by increasing the capacity of the Reading Recovery Program to include more children.

- Supporting the bridging of learning between school and home by increasing the capacity of the Homework Club to include more tutors and more students.

School Priority 2: Numeracy

Evidence of progress towards outcomes:

- Maintaining school growth in numeracy that was above the state for all Year 5 Students as measured by NAPLAN 2013.

- Increasing the number of students achieving proficiency in numeracy by implementing the Targeted Early Numeracy (TEN) intervention program in Years K-6 with short, focused, frequent numeracy sessions with a focus on addition and subtraction.

- Developing teacher’s skills and capabilities with systematic training of using technology in the delivery of numeracy lessons including the effective use of the Interactive Website and sharing resources on the

- Maintaining a systematic whole school approach to numeracy through the introduction and initial implementation of the numeracy continuum.
School Priority 3: Technology
Evidence of progress towards outcomes:
- Completion of technology upgrade with the installation of Interactive Whiteboards in 100% of the classrooms.
- Expanding the role of the IT specialist to train and support staff in current DET initiatives including use of MyPL@edu.
- Developing teacher skills and capabilities to use the Interactive Whiteboards including the use of One Note software to facilitate collaborative learning in the classroom.
- Developed a whole school systematic approach to the use of technology, with targeted sessions for small groups focusing on developing and applying appropriate skills.
- Facilitating equitable access to technology by providing teacher support and time for students who attend the homework club program.
- Upgrade of technology including the purchase of Ipads and initial installation of WiFi.

Outcomes, targets and strategies for School Key Priority Areas in 2014
School Priority 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:
- 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.

Intended targets to achieve the outcomes include:
- Monitoring and developing progress in Reading.
- Establishing benchmarks using Report Card data to be used to track growth and performance.
- Implementing a whole school Reading Comprehension program to develop reading ability within a particular context.
- Implementing a whole school Speaking and Listening Program
- Developing consistent teaching across the school of writing and representing

Intended Strategies to achieve the targets include:
- Analysing and using data including NAPLAN and school based assessments to improve the quality of literacy teaching.
- Using SMART package to remediate, consolidate and extend identified student learning needs.
- Targeting groups and individual students via Learning Support team and utilize appropriate support
- Creating class profiles including analysis of student learning needs and outline appropriate intervention
- Plotting students from K-6 on the literacy continuum.
- Developing Personalised Learning Plans and implement learning adjustments for targeted students.
- Using the NSW Quality Teaching model as a curriculum planning tool.
- Teachers accountable via Teacher Annual Review process to account for differentiation of curriculum to meet the specific learning needs of students across the full range of abilities.
- Introducing an interschool debating team and multicultural speaking competition.
- Introducing a whole school speaking competition.
- Developing and implementing rubrics for each stage to show progress for spelling, punctuation, sentence structure and grammar, writing and reading.
Providing students with an ever-increasing range of options available in reading & viewing, writing & representing and speaking and listening to express themselves, develop understandings and communicate their understanding.

Embedding in all teachers programs the eight identified critical aspects of literacy: reading texts, comprehension, vocabulary knowledge, aspects of writing, aspects of speaking, phonics, phonemic awareness and concepts about print.

School Priority 2: Numeracy
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:
- Maintaining consistent and appropriate growth and performance for each student indicated by increased levels of overall numeracy achievement.
- Differentiating 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 for implementation in 2015 of the NSW Mathematics Syllabus with a focus on the processes of working mathematically.

Intended targets to achieve the outcomes include:
- Developing progress in Numeracy as measured by SENA 1 in Kindergarten.
- Developing progress in Numeracy as measured by SENA 1 in Years 1 & 2.
- Developing progress in Numeracy as measured by NAPLAN in Years 3 & 5.
- Developing progress in Numeracy as measured by Mathematics Diagnostic Assessment Test in Years 4 & 6.
- Establishing benchmarks using Report Card data to be used to track growth and performance.
- Implementing a whole school program to develop working mathematically processes.

Intended strategies to achieve the targets include:
- Analysing and using data including NAPLAN and school based assessments to improve the quality of numeracy teaching.
- Using SMART package to remediate, consolidate and extend identified student learning needs.
- Targeting groups and individual students via Learning Support team and utilize appropriate support
- Creating class profiles including analysis of student learning needs and outline appropriate intervention
- Plotting students from K-6 on the numeracy continuum.
- Developing Personalised Learning Plans and implement learning adjustments for targeted students.
- Using the NSW Quality Teaching model as a curriculum planning tool.
- Teachers accountable via Teacher Annual Review process to account for differentiation of curriculum to meet the specific learning needs of students across the full range of abilities.
- Auditing of numeracy resources with every class being equipped with a stage appropriate numeracy, place value, capacity and measurement kit.
- Using Count Me In Learning Objects via Internet to teach K-6 Numeracy.
- Implementing and being accountable to Teaching Early Numeracy Strategies (TENS program) a state initiative to result in improvement in numeracy results.
- Using the outdoor spaces to provide authentic context for mathematics.

School Priority 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:
- Teaching programs that clearly demonstrate a sophisticated integration of technology in the curriculum.
- Evidence of student skills, knowledge and understanding on how to effectively use technology as a learning tool and as a way to communicate.

Intended targets to achieve the outcomes include:
- Implementing a whole school culture of parent/teacher communication via social media.
- Integrating the use of iPads into all classrooms.
- Up skilling teachers in the effective use of a range of technologies.
- Using technology as a tool for teaching literacy and numeracy.
- Technology used by students to communicate and access information.

Intended strategies to achieve the targets include:
- Training and development sessions for teachers and parents about using Twitter to communicate information.
- Maintaining school website with online notes and newsletters.
- Training for teachers to effectively use iPads to deliver innovative and engaging lessons.
- Setting up a WiFi connected IPad hub and providing training to teachers on how to use the IPad.
- Engaging students in innovate lessons where technology is used to present or analyse a range of perspectives and/or solutions.
- Developing a bank of core educational apps.
- Creating and trialing a scope and sequence for the teaching of technology.

School evaluation

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.

In 2013 Ashfield Public School surveyed its community about:
- Literacy
- Student Engagement

Literacy

Background

Every subject area has its own literacy requirements which students need to master if they are to maximise their achievement in that learning area. Literacy knowledge, skills and understandings need to be explicitly and systematically taught through modelled, guided and independent learning experiences in each key learning area (An overview of the Literacy continuum K–10).

Literacy is an identified priority area in the School Plan, 2012 – 2014. In 2013 there was a strong focus on training and development for staff in the area of literacy, particularly with the 2014 mandatory implementation of the NSW English Syllabus for the Australian Curriculum. Staff also participated in a yearlong DEC initiated Teach English Language Learners program (TELL).

A literacy survey was conducted to measure the reading habits of children.

Findings and Conclusions

100% of children from Kindergarten to Year 4 were satisfied with their progress in reading. 4% of children in Years 5 & 6 were satisfied with their progress in reading. 93% of parents were satisfied with the progress of their child/children in reading. There is a need to investigate further perceptions Stage 3 students have of reading. Implementing and/or improving current teaching initiatives to support reading in upper primary is also needed.

43% of children and 46% of parents identified that children read web pages at home. This is in comparison to 100% of students who read web pages at school including researching information or playing educational games at lunch time in the library. It is possible that a higher percentage of children and parents do read web pages at home but do not identified reading as part of using the Internet.
Future directions:

Implement a Home Reading reward system in 2014 to celebrate and recognise the efforts from K-6 to read a range of texts at home. Implement an action research project in 2014 to establish perceptions of Stage 3 students have of reading. Also implement and/or improve on a feedback system to give Stage 3 students a way to understand their progress in reading.

Implement an action research project in 2014 to collect data and teach a series of lessons on the literacy skills used by students from K-6 as to how they interact with web pages. This will include gathering data what students know about the features of a web page including hyperlinks, icons and advertising. It will also include teaching literal, inferential and critical thinking skills necessary to read web pages.

Student engagement

Background

It is the commitment of Ashfield Public School that all students will be highly engaged and interested in their learning in a high expectation environment. Research into effective student engagement has consistently demonstrated that classrooms in which there is a strong, positive and supportive learning environment produce improved student outcomes.

An important aspect of effective student engagement is teacher feedback. This is about providing regular, timely and explicit feedback on student progress to support and encourage growth and performance.

Another important aspect of effective student engagement is creating a whole school culture that welcomes family and community members. It is about communicating and publicly celebrating the learning successes of the students.

A survey was conducted to measure student engagement at Ashfield Public School.

Findings and Conclusions

On average, 80% of students valued being told by a teacher that they are doing well, receiving awards in class, receiving assembly awards and receiving a principal’s award as ways to be recognised for hard work. On average, 70% of parents were away of the systems in place at Ashfield Public School to value hard work. 75% of teachers thought that these systems were effective. The data suggests that these systems can be developed to raise their profile and significance within the school community.

71% of students, 100% of teachers and 99% of parents would like to see more student work published in the newsletter. The school community overwhelmingly supports sharing student work.

Future directions

In 2014:

- develop the school newsletter, The Wangal News, to include more examples of students work.
- introduce a principal’s recognition award whereby children are chosen by their teachers to share their best work or commitment to learning with the principal. The names of the children and the reason for their recognition will be published in the newsletter.
- introduce an Honour Assembly for the end of Term 1, Term 2 and Term 3. The Honour Assembly will enable teachers to publicly acknowledge more students for learning achievements.
- develop the student merit certificate system, with 10 certificates earning a School Award, and 50 certificates earning a School Medal.
- extend the Year 6 Leadership Program with every Year 6 student being part of a leadership team. This will include Year 6 regularly presenting on morning lines and writing for the newsletter.
- introduce morning lines every day to enable more regular acknowledgement of student success such as students standing up to present to the school special projects.
- develop the School House Point System with a weekly tally of the House Point tally being presented at morning lines and published in the newsletter. A principal’s disco will be introduced at the end of each term as a reward for the winning house. House Points are allocated by teachers to acknowledge appropriate and appreciated behavior.
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 (2013)
- Damien Moran: Principal (2014)

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