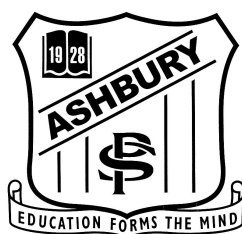


2023 Annual Report

Ashbury Public School



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Introduction

The Annual Report for 2023 is provided to the community of Ashbury Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

In 2023, our students continued to achieve strong results in both internal and external assessments including NAPLAN, PAT and check-in and there was increased representation in the top bands of NAPLAN for numeracy, writing, reading and spelling. Strong assessment results are of course only one part of what our students achieve together at Ashbury and it was wonderful to see our concert band, intermediate and senior choirs and senior recorder ensemble once again put on breathtaking performances at the Sydney Town Hall and Opera House as part of the Arts unit concert series. Our Year 5 Dancesport team performing at the Dancesport Gala Performance at the State Sports Centre and our choir performing as part of the Schools Spectacular were truly unforgettable experiences. Indeed, our DanceSport team achieved the best result for Ashbury since we have been competing. Our PSSA sport teams achieved excellent results, with several teams winning the finals and our school sport program allowed our students to develop skills and talents in a great range of sports from ultimate frisbee to inline skating.

The people who make these opportunities possible are our incredible teachers. I would like to thank all of our teachers for working so hard within and beyond the classroom to provide so many wonderful learning opportunities for our students. I would also like to thank my executive team, Mrs Trudie Perkins, Mrs Emma Virgona, Ms Susan McLeod, Mr Anthony Tarabay and Mrs Deidre Azzopardi for supporting our staff and me with such expertise and commitment to our school. Much gratitude to Mr Ben Heinecke for his outstanding leadership of Ashbury Public School over the past seven years. Thank you for the incredible impact that you have had on our school community, we wish you all the very best at Stanmore Public School.

As a staff, we continued our focus on providing quality teacher professional learning and this year we engaged in extensive professional learning around implementation of the new syllabuses for English and Mathematics. We will continue this learning journey in the new year.

I would also like to thank all of the parents and carers across our community for working as partners in your child's education. Thanks go to our P&C President, Mr JB Ribola and the entire P&C executive for your hard work and determination to reconnect families through community events. From a Referendum barbecue to Band concerts and garden celebrations, we have enjoyed some fantastic community events this year and we look forward to more opportunities to reconnect our community in 2024.

To all of the members of the P&C, including the band, community garden and uniform shop sub committees, and this year, the Big Ashbury Book Out sub-committee, thank you for your continual and tireless work in supporting our students and school.

I would like to thank Eleanor Rolfe and the team of educators and parents at SPLASH who provide such an amazing service for before and after school care and vacation care.

This year, we saw the opening of our revitalised community garden and the new playground equipment and we are also enjoying our new terrace. There was much excitement at the completion of the resurfacing of our basketball court! To quote Tylor in our school video: "There's so much to do in our playground!"

We have a lot to look forward to as we approach 2024. Our teachers will continue implementing new curriculum for English and Mathematics. Our band program continues to go from strength to strength, and we have already achieved healthy enrolment numbers for next year. Ms Donna Ross will be continuing to teach our recorder ensembles and Mrs Buckley will continue our Stage 1 violin programme and the expanding strings ensemble for students in Year 3 and up who have already mastered the basics of the violin.

Last but definitely not least, our students, I would like to congratulate you all for continuing to work so hard this year. For being safe, respectful learners who are caring, curious and reflective. Thank you for collaborating so well and for supporting each other to learn and grow. I would like to congratulate each and every one of you for your hard work and achievements within the classroom, on the stage and sporting fields, and beyond. We are all so proud of you.

Mrs Karen Morris

Rel. Principal

School vision

Empowering young learners to develop the knowledge and skills, curiosity and creativity that enable them to have positive impacts on our community and our world.

School context

Ashbury Public School has been serving the community since 1928 and today continues its long-standing tradition of providing an excellent academic grounding whilst offering all children a vast range of opportunities to develop their own strengths and interests. The school is nestled amongst the native trees in a quiet residential area between Ashfield and Canterbury.

The school caters for 368 students with 40% of students from language backgrounds other than English. Ashbury Public School's student wellbeing program is informed by the Positive Behaviour for Learning Framework and Restorative Practices.

The school offers a balanced curriculum and extra-curricular activities in the academic, creative arts and sporting domains. Students have the option of being involved in up to eight bands and music ensembles and a range of sporting teams.

In addition to a staff of experienced and highly committed classroom teachers, the school employs specialist teachers in literacy and numeracy, music, physical education and learning and support teachers.

Parents and carers are actively involved in all areas of the school and the students at Ashbury benefit from the collective expertise of their community. The school's active P&C works collaboratively with school staff to support learning opportunities and coordinate fundraising and community events.

The school has completed a thorough situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around quality curriculum, positive behaviour for learning, targeted teacher professional learning, data-informed planning and reflective practice.

1. Student growth and attainment

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in literacy and numeracy. We will continue to refine innovative curriculum that reflects a deep knowledge of how students learn whilst supporting students to know themselves as learners, equipping them with the knowledge, skills and dispositions to thrive.

2. Inspirational Educators

We will continue to develop our Ashbury High Impact Professional Learning model to provide targeted and tailored professional learning to ensure that all teachers continue to be equipped with the knowledge and skills to deliver a quality, high expectations, evidence-based curriculum which supports every student to succeed.

3. Wellbeing for School Excellence

We believe that every student, every family and every staff member has the right to be known, valued and cared for. We will streamline our wellbeing practices to ensure that every child, every family and every staff member can connect, succeed, thrive and learn at our school.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy and build strong foundations for success, we will further refine evidence-based, innovative and data-informed teaching practices that demonstrate a deep knowledge of how students learn and equip them with the knowledge, skills and dispositions that they need to flourish.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Innovative Curriculum
- Data-informed practice

Resources allocated to this strategic direction

Professional learning

Summary of progress

Ashbury Public School continued to deliver innovative curriculum across all learning areas in 2023.

All but one K-2 classroom and all support teachers are now trained in Multisensory Integrated Language Arts (MILA) Instruction and this evidence-informed approach continues to be delivered across K-2 classrooms and in targeted intervention groups across the school. The K-2 team implemented the new K-2 English and K-2 Mathematics syllabuses this year whilst the whole school engaged in the familiarisation phase of the 3-6 English and Mathematics syllabuses prior to mandatory implementation from 2024.

The Mathematics syllabus continues to build on the connectionist approach already implemented across APS classrooms. As a whole staff, we engaged in NESA professional learning in Big Ideas to Start Strong which provided opportunities for us to deeply explore some important big ideas and core concepts that are embedded throughout the NSW Mathematics syllabus and to collaboratively reflect on classroom practice.

Targeted literacy and numeracy interventions continued to be offered to students requiring additional support. 12 Stage 3 and 12 Stage 2 targeted students engaged in the QuickSmart numeracy intervention program and demonstrated significant gains in basic skills of the four operations to support them to move on to more complex problem solving. In addition, 16 students across Years 4-6 engaged with the Multi Lit program resulting in significant growth in their reading and spelling. Over the course of the year, more than 40 students across Kindergarten to Year 3, benefited from targeted literacy intervention programs to build their skills in reading, spelling and writing.

100% of staff engaged in professional learning to strengthen understanding and design of Personalised Learning and Support Plans (PLaSPs) to support individual student needs. We continue to refine our assessment practices and track student growth through DET diagnostic and school formative and summative assessments to inform the teaching and learning cycle and the design of targeted interventions.

Ashbury's Stage 1 Strings Program continues to flourish with all Year 1 and Year 2 students engaging in daily, whole-class instruction and weekly small group lessons. The school continues to engage with an academic from Sydney University to research the impact of this program on students' focus, executive functioning and sense of belonging, and an interim report has been issued. Students are also being tracked longitudinally to assess any impact on their literacy and numeracy attainment.

Specialist coaches continued to be employed to deliver quality instruction in a range of school sports including inline skating, AFL, soccer and ultimate frisbee. These sports remain a popular alternative to PSSA. Thinking While Moving approaches, brain and movement breaks, are now embedded across Learning Areas.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
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<ul style="list-style-type: none"> • An increase in Check-in Assessment mean scaled score in numeracy in Years 3 to 6 for 2023 compared with 2022. 	<ul style="list-style-type: none"> • There has been an increase in the Check-in Assessment mean scaled score in numeracy for Years 3 to 6 in 2023 compared with 2022. In addition, all year groups consistently performed above the state average.
<ul style="list-style-type: none"> • An increase in Check-in Assessment mean scaled score in reading for Years 3 to 6 in 2023 compared with 2022. 	<ul style="list-style-type: none"> • There has been an increase in the Check-in Assessment mean scaled score in reading for Years 3 to 6 in 2023 compared with 2022. In addition, all year groups consistently performed above the state average.

Strategic Direction 2: Inspirational educators

Purpose

Research shows that teachers who work together and learn from each other are more successful in improving student outcomes than those who work alone (Griffin, 2017). Active collaboration, such as peer observation and feedback, coaching, mentoring, co-teaching, reflective practice and action research, allows teachers to learn from and with each other to maximise student outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Professional Learning
- Leaders in Learning

Resources allocated to this strategic direction

Summary of progress

In 2023, our school continued to refine our Ashbury High Impact Professional Learning model as part of our strategy to embed effective, evidence-informed practices across every classroom. We engaged in a range of tailored, multi-modal approaches to teacher professional development, aligned with school and system priorities, and Performance Development Plan (PDP) goals. In 2023, we collaboratively reflected on classroom practice in both literacy and numeracy, immersing ourselves in current research and engaging in data conversations to inform improvement. Our Numeracy project targeted data skills and use and assessment to support student growth.

Our Assistant Principal Curriculum and Instruction (APCI) delivered demonstration lessons and worked shoulder to shoulder with colleagues across the school to build teacher efficacy and strengthen classroom practice. Additionally, APS led quality engagement in a number of professional learning forums both within the Canterbury Network and beyond. Teachers continue to be supported to implement evidence-informed practice across classrooms and opportunities were provided for collaboration with staff in other schools to share and embed good practice.

All teaching staff engaged with the Big Ideas to Start Strong professional learning. All K-2 teachers co-planned and co-reflected as they implemented the new K-2 English and Mathematics syllabus, and all staff engaged in extensive professional learning as part of the familiarisation phase of the new 3-6 English and Mathematics syllabuses. There is an expectation that all teachers are leaders in learning and there has been an increase in distributed leadership, allowing staff to continue to build relational trust with colleagues.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• 100% of K-2 teachers implementing new English and Mathematics syllabuses and engaged in professional collaboration• 100% of 3-6 teachers engaging in new English and Mathematics syllabus familiarisation• Instructional coaching model in the APS context explored	<p>One additional teacher and Assistant Principal were trained in Multisensory Integrated Language Arts 1. One is still to be trained. Students continue to benefit from our integrated, multi-sensory approach to literacy instruction. All teachers across K-6 including support staff engaged with the Big Ideas to Start Strong professional learning, resulting in more effective collaboration within and across stage teams and a strengthening of our commitment to and delivery of a connectionist approach in our teaching of mathematics. All K-2 staff are implementing the new Mathematics and English syllabuses and are engaged in ongoing professional collaboration. Teachers continue to make accommodations and adjustments to suit our school and classroom context and have used the syllabus mapping tool to inform the teaching, learning, assessing and reporting cycle. Additionally, 100% of teachers engaged in professional learning on the 3-6 Mathematics and English syllabuses with K-2 teachers able to share their experiences, knowledge and expertise. Our K-2 Assistant Principal, Stage 2 Assistant Principal, and Relieving Principal engaged with professional learning around</p>

<ul style="list-style-type: none"> • 100% of K-2 teachers implementing new English and Mathematics syllabuses and engaged in professional collaboration • 100% of 3-6 teachers engaging in new English and Mathematics syllabus familiarisation • Instructional coaching model in the APS context explored 	<p>instructional coaching and an Ashbury Public School model for implementation in 2024 is being developed. Our school continues to be an active participant in professional learning networks both within the Canterbury Network and beyond.</p>
<ul style="list-style-type: none"> • Explicit systems for collaboration and feedback are in place to sustain quality teaching practice • All staff are supported through mentoring and resources at all stages of their accreditation journey. • A distributed leadership model enables aspiring leaders opportunities both within and beyond the school. 	<p>Explicit systems for collaboration and feedback are in place including regular consistent teacher judgement meetings, co-construction of reporting and assessment rubrics, and timely, effective feedback to students to support the development of personalised goals. All staff continue to be supported at all stages of their accreditation journey. 100% of staff are provided with opportunities to take on leadership roles within and outside the school, and supported by executive.</p>

Strategic Direction 3: Wellbeing for school excellence

Purpose

Wellbeing and learning are inextricably linked and research shows that effective, evidence-based wellbeing initiatives and strategies enhance student learning. We believe that every student, every family and every teacher has the right to be known, valued and cared for. We will streamline our wellbeing practices to ensure that every child, every family and every staff member can connect, succeed, thrive and learn at our school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Social and Emotional Learning
- Ashbury Learners

Resources allocated to this strategic direction

Professional learning Per capita

Summary of progress

Ashbury Public School has a strong commitment to the development of a strategic and planned approach to whole school wellbeing practices that support our students, teachers and community to connect, succeed and thrive. All staff engaged in professional learning on the Zones of Regulation and strengthening socio-emotional learning across the school. This year, as a whole school, we engaged in the evidence-informed Journey of Hope program. Teaching and learning programs continued to strengthen and reflect modifications, adjustments and differentiation to meet the diverse needs of students across the school. An increased proportion of students requiring additional learning or behaviour support, or extension, benefited from Personalised Learning and Support Plans (PLaSPs). This process has been further streamlined to maximise input from all stakeholders. The nine Ashbury learner profile dispositions continue to be embedded across classrooms. A fortnightly PBL/learner profile focus is identified and communicated by student leaders at a whole-school assembly and in the school newsletter. External agencies and professionals have been engaged to explicitly promote APS learner values as described by the nine learning dispositions. Whole-school awareness of the learning dispositions has been encouraged through classroom resources and fortnightly competitions focusing on each element of the learner profile. In Term 3, the Canterbury Network Assistant Principal, Learning and Support delivered a Twilight session to the whole staff, leading us through the new Wellbeing for School Excellence Framework, supporting us to evaluate and review current and future wellbeing programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• At least 90% of students reporting a sense of belonging, expectations for success and engagement in learning in Tell Them From Me survey data• At least 90.3% of students attend school for 90% of the time or more• 100% of vulnerable students have an identified staff member from whom they can seek advice or support	<p>Sense of belonging, as measured by the Tell Them From Me student survey, increased from 63% in 2022 to 74% in April 2023. Additionally, our April 2023 school check-in for Years 4 to 6 found that 97.3% of students feel that they have friends that support them and 95% say that their friends treat them with respect. 83.6% say that school is a place where they feel they belong.</p> <p>In 2023, our overall attendance rate was 92% (DoE State 86.7%, Canterbury Network 88.3%). 76.4% of students attended school for 90% of the time or more (DoE State 52.2%, Canterbury Network 57.2%). Our school continues to implement processes and supports to encourage regular attendance and timely explanations of absences. Students with attendance concerns are discussed at regular learning and support team meetings and followed up accordingly.</p> <p>Our April 2023 school check-in for Years 4 to 6 found that 89% of students feel that when they have a problem, there is an adult at the school who they</p>

<ul style="list-style-type: none"> • At least 90% of students reporting a sense of belonging, expectations for success and engagement in learning in Tell Them From Me survey data • At least 90.3% of students attend school for 90% of the time or more • 100% of vulnerable students have an identified staff member from whom they can seek advice or support 	<p>know will help them. Additionally, 96% of students stated that they have a positive relationship with their teachers.</p>
<ul style="list-style-type: none"> • A fortnightly Learner Profile focus is communicated to the school community and supported by targeted initiatives 	<p>A fortnightly Learner Profile focus is communicated to the school community at our whole school assembly and via the fortnightly school newsletter. Student engagement is encouraged through targeted initiatives such as Learner Profile competitions and community partnerships. Our whole-school reward system is aligned with our Positive Behaviour for Learning (PBL) approach and encourages targeted behaviours through PBL awards and positive reinforcement.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$17,670.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Ashbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a 0.2 FTE specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: New arrival student increased oral language communication and social skills</p> <p>After evaluation, the next steps to support our students will be: Targeted oral language interventions and social skills development</p>
<p>Integration funding support</p> <p>\$189,684.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ashbury Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Point of need support for all students who qualify for additional learning and/or support funding.</p> <p>After evaluation, the next steps to support our students will be: Continue to review School Learning and Support Officer timetables to optimise support for students and continue to train additional staff members in supporting individual student need. Review funding requirements for targeted students and progress new access requests. Strengthen external provider and team around a school partnerships.</p>
<p>Socio-economic background</p> <p>\$10,233.91</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ashbury Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support targeted literacy and numeracy program implementation.

<p>Socio-economic background</p> <p>\$10,233.91</p>	<p>The allocation of this funding has resulted in the following impact: The school has supported students' participation in school and extra-curricular activities through the purchase of school supplies and paying for excursions and incursions. The school has also employed additional School Learning and Support Officers to optimise access to learning for students at risk of disengagement.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure that all students have equitable access to learning, experiences and resources regardless of their socio-economic status.</p>
<p>Aboriginal background</p> <p>\$4,708.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ashbury Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Four Aboriginal and Torres Strait Islander students received additional support in-class or in targeted literacy and numeracy interventions. All Aboriginal and Torres Strait Islander students were able to participate in all of the additional learning experiences offered in 2023.</p> <p>After evaluation, the next steps to support our students will be: Continuing the support of Aboriginal and Torres Strait Islander students and their families where required. Subsidise the cost of whole school Aboriginal and Torres Strait Islander histories and cultural experiences for all students.</p>
<p>English language proficiency</p> <p>\$46,769.37</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ashbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: The school funded an English as an Additional Language or Dialect (EAL/D) teacher to support students learning English across the school. Primarily, this support was provided to students in class, however when required students were withdrawn for intensive English support or targeted interventions.</p> <p>After evaluation, the next steps to support our students will be: Continue to embed EAL/D support into the school's early years literacy approach and provide targeted English support for students across the school who are at the early stages of English language acquisition.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Ashbury Public School in mainstream classes who have a</p>

<p>\$126,654.30</p>	<p>disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Multilit to increase learning outcomes • targeted students are provided with an evidence-based intervention Quicksmart to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The school employed a Learning and Support Teacher (0.8FTE) to provide targeted literacy and numeracy interventions and funded School Learning and Support Officers to provide support to students with identified learning and support needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund a Learning and Support Teacher and expand targeted intervention programs. Continue to allocate additional funding and training for School Learning and Support Officers to provide support to targeted students.</p>
<p>Professional learning</p> <p>\$26,111.09</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ashbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Innovative Curriculum • Social and Emotional Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning including Multisensory Integrated Language Arts (MILA 1), VISI training and instructional coaching. • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: 6 K-2 classroom teachers plus 4 support teachers are now trained in Multisensory Integrated Language Arts Instruction and are delivering evidence-informed practices, aligned with the new curriculum, across classrooms and learning and support. 100% of teachers engaged in a school-wide Numeracy project which was conducted throughout 2022 and 2023. All teachers engaged in NESAs professional learning on Big Ideas to Start Strong to strengthen conceptual understanding in mathematics.</p> <p>After evaluation, the next steps to support our students will be: Continue to train all new K-2 teachers in in Multisensory Integrated Language Arts Instruction. Continue to provide teacher release time to allow stage teams to collaborate on the development of new units of work to align with the new curriculum in English and Mathematics. Build teacher capacity in instructional coaching.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ashbury</p>

<p>\$74,926.94</p>	<p>Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The school employed specialist literacy teachers to support our early years literacy approach. and provide targeted intervention for students across K-6 who were working below expectations in their literacy attainment.</p> <p>After evaluation, the next steps to support our students will be: Expand the provision of targeted support to students working below expectations in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$27,966.12</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in numeracy - Quicksmart intervention program • employment of School Learning and Support Officers to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: In 2023 the Quicksmart program supported 12 targeted students in Stage 2 and 12 targeted students in Stage 3. The program increased students' accuracy and automaticity in basic mathematics computations. The target students' post test results evidenced strong improvements in accuracy and automaticity. Students also demonstrated significant improvement when measured against comparison student scores who fall in the average ability range based on PAT test data. Class teachers also reported increased student confidence and engagement across all class activities for those who participated in the program.</p> <p>After evaluation, the next steps to support our students will be: Pending continued funding, evaluate the programs and support more students as the current cohort graduates from these interventions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	202	190	203	185
Girls	182	190	174	183

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.4	95.8	90.9	92.4
1	95.0	94.5	91.2	93.6
2	95.3	95.6	88.5	93.1
3	94.6	93.7	90.1	93.1
4	95.4	94.0	87.9	92.2
5	96.0	95.0	86.3	92.6
6	95.1	94.7	88.0	90.1
All Years	95.1	94.7	89.0	92.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.6
Classroom Teacher(s)	13.86
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

The school commits additional funding to support teacher professional learning beyond the allocation provided each year to ensure the continual development of teacher capacity through the Performance and Development Framework.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	882,816.91
Revenue	4,230,816.70
Appropriation	3,852,551.18
Sale of Goods and Services	6,281.84
Grants and contributions	339,443.53
Investment income	32,540.15
Expenses	-4,257,069.66
Employee related	-3,703,814.55
Operating expenses	-553,255.11
Surplus / deficit for the year	-26,252.96
Closing Balance	856,563.95

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	153,687
Equity Total	188,366
Equity - Aboriginal	4,709
Equity - Socio-economic	10,234
Equity - Language	46,769
Equity - Disability	126,654
Base Total	2,822,335
Base - Per Capita	98,118
Base - Location	0
Base - Other	2,724,217
Other Total	430,494
Grand Total	3,594,882

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

STUDENT SATISFACTION

The school administered the *Tell Them From Me* suite of surveys which are designed to measure student engagement and wellbeing. The survey is aimed at students in Years 4 to 6 and 141 students completed the survey in September 2023.

83% of student respondents reported that they have friends at school they can trust and who encourage them to make positive choices, and 87% reported that they have positive behaviour at school. 80% reported that they feel proud of our school and 74% reported a positive sense of belonging.

This data was triangulated with the results of our April 2023 school check-in survey which was completed by 167 students in Years 4-6:

- 96.3% of student respondents reported that they have friends at school who support them.
- 95% reported that their friends treat them with respect.
- 83.6% stated that school is a place where they feel they belong.
- 95.1% indicated that their teacher helps them with their learning.
- 83.1% reported that when they have a problem there is an adult at school who they know will help them.
- 95.7% stated that they have positive relationships with their teachers.
- 95.2% reported that their teachers have high expectations for their behaviour.
- 93.9% indicated that their teachers have high expectations for their learning.
- 87.1% stated that they enjoy coming to Ashbury Public School.

Two questions were set as open-ended responses in the original Tell Them From Me survey: 1. What are the things that you enjoy about attending Ashbury Public School?; and 2. What could we do to make Ashbury Public School even better?

Many of the respondents highlighted friendship groups as a positive, and many talked about the friendly and inclusive culture of our school. The next most cited response detailed the kind and caring nature of the teachers and the quality of classroom learning experiences and opportunities in sport for PSSA and school sport options. Respondents also highly rated the quality of the facilities including the classrooms, the playground, the library, and the canteen. Representative samples of feedback included:

Ashbury Public School is an amazing place. At Ashbury Public school, I feel like I belong. I have many friends and there are always teachers and other adults or friends to help me when I need help. They always help me with my school work when I need it. The playgrounds always have a place for me and my friends to eat or play. The classrooms are pretty well designed. The teachers are really nice, and will talk to you about your feelings and help you with your problems. The bullying at our school is really limited. Our school also provides plenty of activities for us to do.

I like the ability to do extra-curricular activities and having updates in our school. For example, the new playground, the new cola and the uniform shop update. I like hanging out with my friends at school and we have a very good canteen that sells delectable choices for food. I like the opportunity to do PSSA and it has a variety of sports to choose from.

I enjoy being able to learn about different subjects and being around good friends and dedicated, kind and hardworking teachers. I think the school is a great and welcoming place.

The school shows me so much respect. The teachers and staff care about my learning. The staff are very generous going out of their way to help me. I like when Mrs Morris is in the playground in the morning and says hello to me.

In response to the second question, what could we do to make Ashbury Public School even better, responses were more varied but key themes included more play equipment, better toilets and bubblers, and less rubbish in the playground.

PARENT AND CARER SATISFACTION

58 parents and carers completed the *Partners in Learning Parent Survey* in October. 15% of respondents reported that their child has a disability.

97% of respondents reported that Ashbury Public School is their first-choice public school and 97% reported that they would recommend Ashbury Public School to other parents. 98% of parent respondents reported that school facilities are well maintained. 89% of respondents reported that the school is a culturally safe place for all students and the additional 11% selected neither agree nor disagree.

The following responses are reported as an average rating between 1 and 10, they are converted from the Likert scale (i.e., strongly agree to strongly disagree), a score of 0 indicates strong disagreement while a score of 10 indicates strong

agreement. All average ratings for themes were weighted towards the positive end of the scale, the lowest average rating was 6.1 and the highest 7.8.

Themes identified as strengths included:

- safety at school (7.6): children feel safe at school and while travelling to and from school and the school helps prevent bullying.
- the school supports positive behaviour (7.8): children are clear about the rules for school behaviour and teachers expect students to pay attention in class.
- parents feel welcome at the school (7.8): they can easily speak with the Principal, the school's administrative staff are helpful and written information is in plain, clear language.

Themes identified as areas for development and further investigation included:

- Parents support learning at home (6.5)
- Parents are informed (6.1)

The survey allows the school to set two open-ended questions. The questions set were: What is working well for your child at school at this point in time?, and What could we do to make your child's school experience even better?

Four themes were evident in the responses to the first open-ended question: the school staff and leadership team, the social aspects, friendship groups and the community. Many respondents also mentioned the range of extra-curricular activities on offer and the quality of classroom learning programs. Representative samples include:

Ashbury Public School is a welcoming environment with teachers and parents who are motivated to develop and nurture a sense of community. The musical program is one way that it does this, but also the community garden and P&C events (like election day BBQs). I am clear on the values that are expected to be observed by the children, and the school does a good job of managing student behaviour through this prism. The leadership of the school has been excellent, including through a recent Principal transition. Improvements to the physical environment of the school, particularly for students with disability, have been excellent.

My child feels welcome and included at their school. They feel a sense of pride in being part of the school. They love the musical opportunities offered (violin, recorder, and choir at the early learning stage) and all of the performing arts aspects of school (music, dance, drama). The school offers exemplary musical opportunities. My child enjoys the playground and community garden, and the whole family feels connected to the school by being involved with the garden and feeding the chickens. My child's current teacher is very emotionally literate and aware of educational neurobiology, and great at giving the students a sense of agency and autonomy in the classroom. She has been teaching them about resilience and overcoming obstacles and difficulties within learning and within life, which has been very inspiring for my child. The teacher has also been aware and accepting of students' different needs in terms of having items (toys, sensory items etc) in the classroom that may help keep their nervous system better regulated. There has been so much rich learning this year for my child in many dimensions - academically, socially, emotionally, developmentally, physically. I also appreciate how my child's specific classroom this year has been set up with different sensory preferences in mind - different seating etc. Teaching staff are very approachable for discussions / updates etc.

In regard to the second question, responses were varied, with key themes including improved communication, more extension opportunities, and more resources. We will continue to prioritise these themes in 2024.

TEACHER SATISFACTION

12 Teachers completed the Focus on Learning Teacher Survey which is part of the *Tell Them From Me* suite of surveys.

90% of respondents stated that Ashbury Public School has high expectations of student learning and 85% reported that they have been supported to develop their professional knowledge and practice over the past year. 90% of respondents reported that their school leaders are leading improvement and change, 85% stated that leaders clearly communicate the school's strategic vision and values. 90% of respondents reported that they have the skills and confidence to meet the needs of students with disability or special needs. 75% of respondents stated that they have a strong understanding of the government's commitments to curriculum reform while 80% stated that our school does a good job of implementing curriculum change. 90% reported that our school is a welcoming place for all students, the same number stated that it is a culturally safe place for all students.

Survey questions focus on eight drivers of student learning which are based on research into effective schools. As is the case with the student and parent survey, questions are presented in a Likert scale and the results are presented as an average rating from one to ten. Themes identified as strengths included:

- Inclusive school (8.7): teachers establish clear expectations for classroom behaviour, they strive to understand the learning needs of students with special needs, they make an effort to include students with special needs in class activities and they create opportunities for success for those who are learning at a slower pace.
- Collaboration (7.9): teachers share planning, they discuss with other teachers strategies to increase student engagement and meet learning needs and discuss assessment strategies.
- Learning culture (8.3): they set high expectations, discuss lesson goals and barriers to learning with students and

monitor the progress of individual students.

- Data informs practice (8.5): assessments help teachers understand where students are experiencing difficulties, they use results from assessments to inform lesson planning and teachers give students feedback on how to improve their performance.
- Teaching strategies (8.3): teachers link new concepts with previously mastered skills and knowledge, they use multiple teaching strategies and discuss with students ways of seeking help to increase learning.

Themes identified as areas for development and further investigation included:

- Technology (7.1)

Two open ended questions were set for teachers, they were, What are the best things about teaching at Ashbury Public School?, and What can we do at Ashbury to make your professional life even better?

Themes that emerged from the open-ended responses include a positive, inclusive, supportive and welcoming school culture (35%) and committed leadership.

A representative sample of responses included:

The staff are all kind and supportive, and keen to help each other in all areas of teaching whether it is to share ideas for lessons or help with challenging behaviours. The school leaders clearly have a good focus on making sure all children get a fair chance and are welcomed no matter their background or culture. Wellbeing week and other wellbeing activities promotes a happy and healthy environment for all.

Supportive staff and parent body. Committed leadership. Positive community. Physical space and size.

Culture of the school. Sense of community. Open and respectful relationships people have with each other. Opportunities to develop as a leader. Psychological safety and relational trust with peers. Respectful behaviour of students.

Responses to the second open-ended question, what can we do to make your professional life even better, were varied, but key themes were increasing opportunities for professional collaboration across the school and more teaching and learning spaces. All of these themes have been identified as focus areas for 2024.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

The school has a continual focus on:

- Embedding Aboriginal and Torres Strait Islander histories and cultures as a cross curriculum priority in teaching and learning programs across all grades.
- Supporting our Aboriginal students through Personalised Learning Pathways to excel in their learning and develop strong connections with their cultures.
- Recognising and celebrating NAIDOC and Reconciliation Week through assemblies and class activities.
- Paying respect to Aboriginal cultures by acknowledging Country at all school assemblies and functions.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

The school celebrated Harmony Week in 2023 through whole school activities, assemblies and special activities in every classroom which enabled students and our community to recognise that our cultural diversity is one of the strengths of our community. Additionally, we had a strong focus on Anti-racism and students engaged in a range of educational opportunities.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

Ashbury Public School values the diverse cultural background of the families in the school and community. Over 40% of the students attending Ashbury Public School come from language backgrounds other than English. To assist students to meet the demands of the English language, identified students participate in the English as an Additional Language or Dialect (EAL/D) program. Our EAL/D teacher supports students learning English in the classroom and collaborates with classroom teachers to plan, assess and teach to effectively meet the needs of students learning English as an additional

language.

Asia and Australia's engagement with Asia is taught as a cross curriculum priority in all stages of student learning and teaching and learning programs incorporate opportunities for the students to learn about and appreciate the cultures across Asia.

All students in Years 3 to 6 participated in the Multicultural Perspectives Public Speaking Competition which gave them the opportunity to research, explore and speak about current multicultural issues in our society.

Other School Programs (optional)

Ashbury Public School Library operates to support our students and staff in the delivery of our three whole school strategic directions: Student Growth and Attainment, Inspirational Educators and Wellbeing for School Excellence. The library ensures purchases are made to provide an extensive and attractive range of reading material of interest to our students, including quality literature to support learning related to our English syllabus. The library provides a range of quality fiction and nonfiction texts as well as access to digital titles through subscriptions to the Overdrive eBook platform and Story Box Library. This year, we were able to purchase a range of high-quality decodable texts to support in-class and home reading, aligned with the new English syllabus. In 2023, all classes had a weekly lesson with the Teacher Librarian focusing on quality literature and information skills. The library was used for staff professional learning as well as intermittently for a range of other meetings. The library was also used as a teaching space for the Band program several mornings and afternoons a week. The library was open at lunchtimes on Monday - Thursday each week. Special events were promoted through the library such as National Simultaneous Storytime, Book Week and Indigenous Literacy Day, and the inaugural Big Ashbury Book Out. There was a continued focus on the NSW Premier's Reading Challenge, and 154 students completed this in 2023.

In 2023 the Library Fund opened with a balance of \$10,312. Donations to the Library Fund in 2023 raised \$12,250 plus \$465 in interest. Expenditure in 2023 totalled \$6,987.