Opportunity, Excellence, Nurturing, Community

School context statement
In December 2014, 338 students were enrolled at Asquith Public School. This was made up of 165 girls and 173 boys, with 27% of students being from language backgrounds other than English (LBOTE).

Students were grouped in 13 mainstream classes, two Multi-categorical classes and one IM class.

Principal’s Message
We continue to offer rigorous and high quality programs for our students be inclusive of those in our care and their families while ensuring the provision of a “complete” education for all.

This report highlights the fantastic achievements our students made this year in sport, the arts, academically and in student leadership. I would like to congratulate all of our students on their excellent work during 2014. As I reflect on the achievements of the school in 2014, it is important to recognise that these should be credited to the work of the entire school community.

Asquith Public School has the tradition of excellence and opportunity. Our students are friendly, helpful and are the reason we have a great school. Their respect for each other, teachers and the community is high. They are conscious of the need to keep themselves and others safe. Our students are great learners, striving to do their best and achieving all that they can.

The success our students, would not be possible without a dedicated, professional and enthusiastic staff supporting our students at all times. I would like to thank all of the staff of Asquith Public School including the teachers, learning support officers and office staff for assisting our students to achieve the fantastic outcomes evident in this report. They are committed to providing not only quality academic learning experiences, but also to providing a full and varied range of experiences to support the creative, emotional, social and physical development of our students.

Our P&C are dedicated to the enhancement of the cultural and academic life of the school. The P&C provides our school with valuable support which enhances the learning opportunities of our students and work hard to enhance the cultural life of the school.

This report highlights some of the many achievements of our school and community in 2014. I encourage you to read the report and celebrate with the school its many and varied achievements.

Once again and on behalf of the staff and students of our school, I would like to extend my deepest gratitude and thanks to all of our parent helpers that have contributed to the wonderful year that has been 2014.

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.

Rita Trovato

P & C Report 2014
2014 has been both a rewarding and challenging year for Asquith Public School P&C.

Our committee consists of
President: Jacqui McCloghry
Vice President: Nicola Jones
Secretary: Monique Boutet
Treasurer: Penny Campbell
Executives: Leon Oates, David McFarlane Tania Dick and David Bury.

We have 3 sub committees
Uniform Shop Kylie Southwell Reid (coordinator)
Music Committee: Julie Cottle (co coordinator)
Environmental Committee: Sandie Sache Pierce (co coordinator) within these sub committee’s there are many volunteers. Without their continuous support these committees would not function.
This year we saw the beginning of the Environmental subcommittee bringing awareness and environmental learning to our children’s portfolio of education.

Parent and Citizens’ Associations exist in almost every Public School in NSW. The purpose of the P&C in each school is to bring the school, parents and the general community together. P&C Associations have existed for 150 years in one form or another. They are recognised by an Act of Parliament as the voice of parents with children in Public Schools.

Participation in the P&C at Asquith Public School can make a significant difference to your child’s education and we are all very proud of the engagement by parents in our school community.

Fundraising this year would not have been possible without the dedicated families at Asquith. These activities consisted of Disco, Easter Raffle, Mothers’ Day afternoon tea, Fathers’ Day Breakfast, Walkathon, Trivia Night, Mango Drive, Shopping Tour and Carols by Candle Light.

This year the monies raised by the P&C have been used to enhance the children’s learning with the purchase of ipads. To date the P&C and sub committees have donated $25000 to the school.

I would like to thank Mrs. Rita Travoto, the school principal who has attended all our meetings and who has supported us throughout the year and to her dedicated team of teachers and office staff a big thank you we could not have achieved our goals without your continued support.

To our wonderful families at Asquith Public School your continued support of the P&C makes our school what it is today. We have a beautiful school grounds and great facilities but these are all cosmetic, it is our school community and students that defines Asquith Public School.

To the parents who have come to our monthly meetings your input has been invaluable.

I would like to thank the committee and volunteers for their dedication and support throughout the year. For the countless emails, extra meetings, weekend work and your continued support to make 2014 an enormous success for the Asquith Public community.

Jacqui McCloghry
P&C President

Student Leaders Message
Leaving Asquith PS was very sad but we enjoyed it dearly. Year six was the most amazing year for us because we achieved so much, being captains was the most exciting part of all.

At the beginning of 2014, the captains and vice captains went on a leadership camp. We learnt a lot about leadership, confidence, problem solving techniques and kindness. We were also fortunate enough to meet other school leaders from many other schools and form new friendships.

In Term 2, the prefects went to a leadership day in the city. This time we learnt more about leadership and its qualities. The prefects travelled to the city for this event. There were many speakers who talked about the qualities of a good leader.

A couple of months later, the captains and vice captains were invited by Matt Kean, Hornsby Member of Parliament representative to attend a morning tea at Parliament House. We were fortunate enough to go on a tour of Parliament House in Sydney and watch a session of
Parliament. This was a chance to become more informed about our State representative system.

Some of the highlights for us this year were:
- Running assemblies
- Running Peer Support groups
- Learning about Pride, Respect and Responsibility—our core values
- Stage three day camp

We would like to thank all of our teachers who have organised and planned activities taught us an enormous amount throughout the years at primary school and prepared us for high school.

All the students would like to thank the P&C for their ongoing support, and fundraising activities. Also we would like to especially thank our wonderful Principal, Mrs Trovato for teaching us about leadership, for those amazing biscuits we have at our leadership meetings with her and for adding to our personalities to make us the young people we are today.

Lastly we would like to thank the students for making Asquith PS a great place to be a part of. We will miss you all.

Ryan Thom and Jordan Jones

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

Student enrolment profile
This year at Asquith Public School there were 308 enrolments, including 33 in special support classes. There were 151 boys and 154 girls in main-steam classes. It is anticipated that we will commence the 2015 school year with 358 students.

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

Workforce composition

<table>
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<th>Position</th>
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<tbody>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Multi-categorical classes</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
<td>35</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Two staff members identified as being of indigenous background.

Teacher qualifications
All teaching staff met the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</table>

Professional learning and teacher accreditation
The staff at Asquith Public School is committed to developing their teaching skills in order to
Opportunity, Excellence, Nurturing, Community

achieve best practice, which positively impacts on the quality of our teaching programs.

Staff engaged in professional learning opportunities throughout the year, aligned to the school plan and targets for 2012-2014.

The key focus areas for the professional learning program was familiarisation and implementation of the new English Australian Curriculum and preparation for the implementation of the new Mathematics and Science Australian Curriculum. Other areas included quality teaching, using technology in the classroom and supporting teachers in the early stages of their career.

Staff participated in School Development Day activities on the first day of Terms 1, 2 and 3 and the last two days of the school year. Other key areas for professional learning throughout the year included facilitating and completing modules for the new Mathematics and Science Australian Curriculums. NAPLAN analysis, drama, ipads in the classroom, Best Start assessment and using PLAN data, benchmarking processes and analysis, LAST procedures and integration and problem solving.

In addition staff competed the child protection, code of conduct, Work Health and Safety, Anaphylaxis, E-Care and CPR mandatory training.

Beginning Teachers

In 2014 Asquith Public School had 1 permanent beginning teacher. Funding provided under Great Teaching, Inspired Learning has been used to provide additional professional learning in the area of ICT, Mathematics and Dance. This funding has also allowed for additional release time for mentoring, demonstration lessons and professional dialogue.

Financial summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>779754.14</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 80716.84   |
| Excursions                | 8335.28    |
| Extracurricular dissections| 73370.77   |
| Library                   | 209.00     |
| Training & development    | 7618.38    |
| Tied funds                | 130042.06  |
| Casual relief teachers    | 103858.13  |
| Administration & office   | 59932.13   |
| School-operated canteen   | 0.00       |
| Utilities                 | 50747.76   |
| Maintenance               | 20837.17   |
| Trust accounts            | 28405.65   |
| Capital programs          | 24261.18   |
| **Total expenditure**     | 588334.35  |
| **Balance carried forward**| 191419.79  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Music Program

The Music Program has shown an excellent growth in numbers this year, with the band program growing by 60% and the choir program by 12%. There are now 94 students in the Music program, which is about a third of our students.
The Training Band and Concert Band members attended a two and a half day music camp at Crusaders Conference Centre in August to further develop their music skills. The Senior & Junior Choirs went to a choir day excursion. There were lessons by a guest vocal teacher.

Students in the Music Program took part in a range of performances in 2014. They displayed their developing skills for their families at two Music Showcase Nights in June and November and performed at a number of school events during the year: Education Open Day, Father’s Day Barbeque, Kindergarten Orientation, Westfield’s Hornsby, Grandparents’ Day, Presentation Days and Carols by Candlelight and at a number of school assemblies. Students who wished to showcase their talents were also invited to participate in the APS School Music Recital in October.

The Senior Choir performed at the Hornsby District Music Festival in August as part of a massed choir performing six songs, with one of our talented students being chosen to sing a solo part. The Junior Choir performed an individual item at the same festival. In late October, the Senior Choir performed eleven challenging choral pieces at the Festival of Children’s Music held at the Chatswood Concourse. Choirs from eleven schools from the Northern Sydney area formed the massed choir.

The Concert Band performed at a Key Music Australia Charity Concert in October along with bands from seven other schools with proceeds from ticket sales going to the Cure Brain Cancer Foundation.

School Concert
In Week 9 of Term 3 the entire school joined in a celebration of performance which embraced all the Creative and Performing Arts (CAPA) through the theme of ALL AT SEA.

The hall was transformed to a beachside and underwater environment where the audiences entered along to the sounds of rolling waves, tidal wash and seagulls soaring. The scene was set for an hour and a half of pure pleasure watching the children of Asquith come together in class and stage groups to entertain family and friends.

As well as producing, directing and costuming their own items our staff all took on production roles which saw them learning new theatre skills, all working together as a well-oiled machine thus ensuring a smooth performance at every show.
The feedback after the performances was outstanding with a great deal of “best yet” being heard around the community BUT the best feedback came from our students who, with one voice, proclaimed that they “wanted to do it all again…… now!”

A tremendous experience for each and every one.

**Musical Theatre**

The Musical Theatre Group (MTG) started its life in Term 4 of 2013 and in one year our numbers have remained steady with over 60 children from Stage 1 – 3 becoming members.

As we meet at lunchtime each week it is completely voluntary and the size of the group directly relates to the joy these children experience from being an MTG member. It is a popular school activity!

This year Mrs Coulton has taken on support of the group with Mrs McIntosh and we have been lucky to have choral assistance from Mrs Clift and piano from Miss Finch, thank you to these wonderful ladies.

Our major item this year was *Food Glorious Food* from the musical *Oliver!* The children were costumed and made up, with parent help, as orphans who hadn’t had a “good feed” in years and dreamed of their favourite foods. The students loved the song and used some great musical theatre skills in order to send a clear message about the story to their audience.

We performed successfully at the Hornsby District Music Festival to a vast audience as well as at assembly, the annual carol night and to an appreciative K-2 group.

The Musical Theatre Group has just commenced learning our 2015 performance piece: *Doh, a Deer* from the musical *The Sound of Music* and already the children are getting excited about it!

**Senior Dance Group**

The Senior Dance Group for 2014 consisted of 24 students from Years 4-6. This group, consisting of 18 girls and 6 boys, learnt choreography to the song ‘Ah Yeah’ by Will Sparks. The title of their performance was ‘Revolution’ and was based on the theme of how smart phones and tablets can often take our attention away from the more important things in life. The weekly rehearsals culminated in their inclusion in the Sydney North Dance Festival, held in June at Glen Street Theatre. Their involvement in a dress rehearsal, matinee and two night performances provided the students with experience in stage performance, and developed their awareness of stage craft.

The students were also able to showcase their talents in front of their peers and family members with a performance at the Asquith Public School Open Day.

The students involved in the senior dance group conducted themselves with maturity at all times and thoroughly enjoyed the experience of each performance.

**Junior Dance Group**

The Asquith Junior Dance Group consisted of 3 boys and 19 girls from Years 2 and 3.

These dancers displayed enthusiasm and dedication as they auditioned and attended weekly rehearsals to prepare for their performances in the Sydney North Dance Festival in June. The opportunity to perform to a large audience at Glenn St Theatre across the two weeks of Dance Festival was a truly exciting and rewarding experience for these young performers. The dancers also had the opportunity to perform during Education Week celebrations and across the year demonstrated emerging skills in team work, stagecraft and precision as they danced to the delight of their peers, visitors and families.

**Primary Sport**

2014 has been an exciting and successful year in sport at Asquith. The students have participated
in a varied program that allows them to learn, develop and practice skills. Sports have included gymnastics, tennis, netball, soccer, basketball, tee-ball/softball, cricket, AFL, league tag, touch football, golf, dance, skipping and tabloids. We introduced a very successful K-6 Athletics Program which specifically taught the fundamental skills needed for both Field and Track Events. This resulted in improved performances and participation for all students at our athletics carnival and beyond.

In PSSA (Primary School Sports Association) athletics, Jamie C, Morgan H, Summer E and Annabelle R were part of the Hornsby Zone team at area. Annabelle R and Joshua F represented our state at Nationals at the Athlete’s With Disabilities. Annabelle won gold and broke the national record in Shot Put and Joshua 2nd in the 800m. Joshua also represented our area in cross country at a state level. In swimming, Ryan T was the Hornsby Zone Senior Boy Champion and he represented our zone as part of the area team.

We also had an exciting year in rugby league, touch football and rugby union. Oskar E and Jayden C represented the whole of the Sydney North at area in all of the above three codes and Oskar went on to play state rugby union. Summer E also represented the whole of the Sydney North at area in rugby league and rugby union.

We continued our involvement in the PSSA football, netball, tee-ball/softball, cricket and AFL competitions. The junior AFL team were the grand finalists for 2014 and the junior boy’s cricket team participated in the semi-finals. The selected children really enjoyed representing their school and being a part of a team. Selected children also represented our school in a league tag competition on a weekly basis, Sydney Swan’s Clinic, League Tag Gala Day, and after school AFL training sessions. We won an Asian Cup Football 2015 competition allowing children to participate in a clinic run by the head coach of the Tim Cahill Football Coaching Academy.

Many thanks to the all parents who helped throughout the year with transport to and from events, and for supporting and assisting at carnivals and PSSA.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
In Year 3 in 2014, the average mark for reading was 455.6 compared to 418.7 for the state. 75.7% of our students achieved in the top two bands compared to 46.1% of state.

In Year 3 in 2014, the average mark for numeracy was 441.6 compared to 401.6 for the state. 70.3% of our students achieved in the top two bands compared to 39.4% of state.

In Year 3 in 2014, the average mark for spelling was 449.8 compared to 418.8 for the state. 67.5% of our students achieved in the top two bands compared to 48.6% of state.

In Year 3 in 2014, the average mark for grammar and Punctuation was 500.4 compared to 427.1 for the state. 89.2% of our students achieved in the top two bands compared to 50.6% of state.
In Year 3 in 2014, the average mark for writing was 424.8 compared to 401.5 for the state. 62.2% of our students achieved in the top two bands compared to 43.4% of state.

In Year 5 in 2014, the average mark for numeracy was 487.8 compared to 488.5 for the state. 23.7% of our students achieved in the top two bands compared to 26.5% of state.

In Year 5 in 2014, the average mark for spelling was 515.8 compared to 502.7 for the state. 44.7% of our students achieved in the top two bands compared to 41.0% of state.
In Year 5 in 2014, the average mark for grammar and Punctuation was 535.2 compared to 504.7 for the state. 47.4% of our students achieved in the top two bands compared to 41.2% of state.

In Year 5 in 2014, the average mark for writing was 480.0 compared to 467.1 for the state. 15.8% of our students achieved in the top two bands compared to 15.6% of state.

**Other achievements**

**Robotics – Stage 3 2014**
During Term 1, 2 and 3, the Stage 3 Robotics team hit the ground with their feet running in training for their first RoboCup Junior Dance State Titles at the University of NSW. Without any assistance from their teacher, the children had to design and build their own robot, write a program of choreographed movements to music and design a costume for their robot and themselves. Working as part of a smaller team, they needed to work collegially, think creatively, solve difficult problems, copy and cut music to required time lengths and choreograph their own dance routines.

The entire team competed confidently at this very high level against much larger schools, winning praise from the judges for the originality of their music choices as well as their creative costumes and dance routines. Over 80 schools competed in the dance section of the competition and, after overcoming much adversity, one of our teams successfully made it through to the finals.

This term, we have been fortunate enough to have purchased 5 of the newest EV3 robots in readiness for competition at RoboCup 2015. A new team is already in training with the robots and software, being ably assisted by experienced mentors from this year’s team, in readiness for entry into the dance and rescue sections of the competition in 2015.

**Premier’s Reading Challenge**
All students at Asquith PS enter the Premier’s Reading Challenge each year. This year 236 students completed the Challenge and received their certificates at a special assembly.

Early Stage 1 and Stage 1 students take home specially marked books from the library for families to read to them and parents and careers
then fill in the titles on their children’s reading logs. These are then entered into the Reading Challenge website for the students by library volunteers. Students are rewarded for every five books that are read at home.

Stage 2 and 3 students enter the ‘Challenge’ books they read themselves on the Reading Challenge website in their library borrowing time.

**Book Week**

Students celebrated Book Week this year with a visit from the author Francis Watts. Watt’s stories were read and shared in library classes and students were able to ask her questions about the life of a writer and about the process of writing and publishing a book.

**Book Fair**

The library staff held the school’s annual Book Fair on Open Day in Education Week. The P&C held a morning tea in the library during the fair to encourage families to socialise with others and to purchase books after visiting classrooms. The school made $5010 from the Fair and used the commission to purchase a ‘book train’ to accommodate more of the library’s books.

**Premier’s Spelling Bee**

During Term 3 this year, Asquith Public School took part once again, in the Premier’s Spelling Bee challenge. We had four finalists in the competition; Jessica T and Aidan L from Stage 2 and Nicoletta S and Ryan T from Stage 3. These finalists represented Asquith Public School at the Sydney North Regional Final at Cherrybrook Public School in September.

Our finalists performed admirably under enormous pressure at the finals. The Stage 2 finalists went through to Round 5 and 6 and our Stage 3 finalists went through to Round 3 and Round 6. This was a remarkable feat considering the formidable competition and the difficulty of words. Our finalists are to be commended for their tremendous efforts in making it to this level of competition.

**Chess**

2014 saw the commencement of Asquith Public School’s chess club. In its initial year, the club was limited to students from Stage 2 only, with the goal of having sixteen students playing chess on a regular basis. To our delight, demand to play was so great that membership quickly grew to thirty. Each week, these year 3 and 4 students played and learned in an admirable spirit of fair play and inclusiveness. During Term 4 club members began attending weekly chess tuition in addition to their weekly matches, resulting in a stronger understanding of the strategies and tactics of the game, as well as a higher standard of play in general. The popularity of chess at our school allowed us to enter nine students, in three teams, into the Macquarie University Schools Chess Challenge, where our students did an excellent job of representing our school. In 2015, the club will be expanded to include both Stage 2 and 3, and enter even more competitions.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

The school has approximately 3% of students who identify as aboriginal people. Each Aboriginal student has a Personal Learning Plan developed and review in consultation with the parents. The students are addressed in the Learning and support Meetings and their academic needs are monitored throughout the year.
Volunteer tutors from the JSA Early support Aboriginal Literacy Project have worked with our students on a regular basis each week, which has been beneficial to the students and appreciated by the school.

A community of Aboriginal parents and careers has been established and they have worked in consultation with the staff to organised relevant and engaging activities for NIADOC week and in the planning for an indigenous garden.

To help in the development of leadership in our school one of our Aboriginal students opens our school assembly with Welcome to Country each week, and other functions throughout the year.

**EAL/D**

The role of the EAL/D teacher at the school is to focus on supporting children from Language Backgrounds Other Than English (LBOTE) and as in previous years, the support extends to families new to Australia and to our school.

English as an Additional Language support was either provided in class or through small group withdrawal depending on the children’s needs.

The completion of the Annual Survey has enabled us to see how the school is growing and changing and becoming more culturally diverse. We currently have 27% of students who speak an additional language at Asquith Public School.

**Multicultural education**

Harmony Day which was celebrated in March is always a highlight with the students and staff as part of the English as an Additional Language and Multicultural program at the school.

Students were encouraged to wear either orange which represents Harmony Day, or to wear national dress from their parents or their country of birth or heritage.

Over the years, we have been adding to the collection of national flags and will continue to add to this as the school community grows and changes with new cultures coming to our school. We are fortunate to welcome as many as 32 language backgrounds to our community and this diversity was evident on Harmony Day.

As part of the multicultural program at the school, the Interactive classroom is used as a display area to celebrate various cultural days such as Chinese New Year and St Patrick’s Day.

**Positive Behaviour Engaging Students (PBEL)**

This year we have continued to run our PBEL program reward system throughout the school. Free and frequent awards are popular, because they lead to ribbons, which complement the certificates already in place. We have a formal award assembly at the end of each term to congratulate medal recipients and invite their parents to share morning or afternoon tea with Mrs Trovato.

Our three expectations: Respect, Responsibility and Pride are now widely recognised by all students. Peer Support activities and class lessons have continued to help students to better understand the desired behaviours under each heading. Brightly coloured signs have been placed in classrooms and around the school.

We continue to foster an inclusive school environment that promotes respect, responsibility and pride for all. We also continue to look for ways to improve PBEL and its application throughout the school.

**Environmental Group**

This year saw many new initiatives introduced to the school and the continuation of others which were already underway.

Compost bins were moved closer to the lunch seats, Team Green continued collecting the bins a system already set up by Mrs Lewis and Mrs Brander, and children were encouraged to put scraps from Crunch and Sip into the bins provided. The Asquith Enviro hub was a new way of informing the community of upcoming working
bees, committee meetings and ongoing changes around the school.

Fruit trees, native bees, a bird sanctuary and work on the Turpentine Forest were major achievements for the year. Plans are underway for an Aboriginal Bush Tucker garden which will be an exciting addition to learning at Asquith Public School. Under the guidance of Mrs Angela Newton and Ms Sandie Suchet-Pearson our gardening group is a popular Sunday past-time for many families and we are grateful for their ongoing support.

Learning and Support
The Learning and Support Team (LST) consists of the Learning and Support Coordinator, the School Counsellor, LAST, EALD, staff representative and the School Principal. The Learning and support team meets every Wednesday at lunchtime. Students are referred to the Learning and Support Team by their class teacher for a variety of reasons including: academic concern or academic giftedness in one or more curriculum areas, behaviour support, learning difficulties, expressive or receptive language delay and social skills. Upon referral, staff involved with the student, are invited to attend the LST meeting and discuss the student’s particular needs. A case management plan is developed which may include strategies to support the child in the classroom, referral to the school counsellor, request for further assessment by an outside agency such as a speech therapist or clinical psychologist, development of a behaviour support plan, and/ or request for a meeting with parents to discuss their child’s needs.

The LAST teacher works with the class teacher to develop adjustments or IEP’s as determined by the child’s individual needs. The child’s progress is tracked through the LAST.

MC & IM Classes
At Asquith PS we have three support classes – two Multi-categorical classes (MC) and one class for students with Mild Intellectual Disability (IM). Our classes are a Regional resource, and as such students attend our classes from a large geographic area.

In our support classes all students have an Individual Education Plan (IEP) that is developed in consultation with parents at the commencement of the school year. The plan identifies the primary goals for the student and these form the focus of their classroom learning.

Our students enjoy the benefits of being in a wonderfully inclusive school and at the same time have the advantage of a class with reduced numbers and increased teacher to student ratios. Each class also has an SLLO to support the class teacher in the implementation of programs. All of our teaching staff are highly dedicated and experienced teachers in the field of Special Education, and our Student Learning Support Officers (SLSOs) make an invaluable contribution to the learning environment of our classrooms.

Students with targeted strengths are given the opportunity to attend mainstream classes coordinated through the Learning and Support Team.

Technology
Asquith PS continues to enthusiastically embrace new technology and to ensure that we are well-positioned to absorb future technological developments. 2014 saw continued growth of the school’s IT programs. Our T4L allocation saw the school receive an additional 34 desktop computers for staff and student use. The wireless network system, purchased by the school, is now fully operational; and all classrooms now have wireless coverage. This allows staff and students to access a wide range of mobile devices: laptops, tablets, notebooks, and (for staff) smart phones. Two class sets of Apple iPads have been purchased to support our special needs and kindergarten students. The school has also purchased a set of student notebooks to support our Lego WeDo and NXT robotics programs.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Small community group discussion and evaluation.
- Whole school survey.
- Rolling meetings with staff to analyse and evaluate current practice.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

To achieve levels of literacy for students exceeding state targets.

Evidence of achievement of outcomes in 2014:

- 86% of Kindergarten students at state level reading requirements;
- 94% of Year 1 students at state level reading requirements;
- 76% of Year 2 students at state level reading requirements;
- Professional learning of all staff leading to increased staff knowledge and understanding of teaching and assessment practices to effectively differentiate teaching and learning programs to cater for all students;
- Increased number of students attending MULTILIT and the introduction of MINILIT;
- Students accessing Reading Eggs to support teaching concepts;
- Implementation of the New Australian Curriculum K-6;
- Development of a whole school scope and sequence for grammar;
- All students regularly assessed using PM and Fountis and Purnell benchmarking kits and individual progress tracked and monitored;
- Increased awareness of reading levels and comprehension strategies begin used allowing for specific programming to take place;
- Differentiation in Stage 2/3 through writing groups, individual needs of students being met more effectively.

Strategies to achieve these outcomes in 2014:

- Professional development and Implementation of new Australian Curriculum for English.
- Stage based planning and discussion to facilitate the implementation of the new syllabus and scope and sequence.
- Students identified, through LAST and benchmark data, for participation in MULTILIT and MINILIT.
- Students identified through benchmark data and diagnostic testing for differentiated groups for writing across Stage 2 and 3.

School priority 2

Numeracy

Outcomes from 2012–2014

To increase the percentage of students achieving or exceeding stage outcomes in numeracy at state and regional levels.

Evidence of achievement of outcomes in 2014:

- Development of an action plan for numeracy;
- Access to Mathletics for all students;
- Continuation of the TEN program training and mentoring for new staff;
- Purchasing of new resources to support numeracy, TEN program and Problem Solving, encouraging engagement;
- Familiarization and professional development in the New Australian Mathematics Curriculum K-6;
- Implementation of the new Australian Mathematics Curriculum in Kindergarten;
• Development of a whole school Scope and sequence.

Strategies to achieve these outcomes in 2014:
• Mathletics to be used as part of the homework program.
• Professional development in the new Australian Mathematics Curriculum.
• New resources purchased and in use in classrooms.
• Stage based planning and discussion to facilitate the implementation of the new syllabus, scope and sequence and resources.

School priority 3

Technology

Outcomes from 2012–2014
Technology is embraced in innovative ways across all key learning areas for quality teaching and learning with greater engagement by all students.

Evidence of achievement of outcomes in 2014:
• Staff development in the area of ICT and ipads in the classroom;
• Observations of schools currently implementing ipads successfully;
• Infrastructure upgraded to facilitate the implementation of ipads in the classroom;
• The purchase of ipads for the special Educational classes and Kindergarten.

Strategies to achieve these outcomes in 2014:
• Professional Development.
• Purchase of resources.
• Teachers experimenting and sharing ideas.

Future Directions
2015-2017 School Plan

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

The three strategic directions identified in the 2015-2017 School Plan are:

To achieve high quality teaching practice there will be a school-wide, collective responsibility for student learning and success with high levels of student staff and community engagement. All Teaching staff understand that student engagement and learning are related and teachers are focused on delivering consistent high standards supported by shared professional practice that inspires learning for all.

2. Creative, collaborative, independent Life Long Learners.
Students will be prepared as empowered 21st century learners, having the skills of creative critical thinking and problem solving.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents were satisfied with the programs being delivered in the school and would like these to continue in 2015, continue to improve the school image and develop community and parent partnerships.

Continue programs such as
• PSSA
• Athletics
• Public Speaking
• Leadership
• School Parliament

Introduce programs that:
• Build confidence
• Build resilience
• Inspire leadership
• Develop Communication
• Encourage problem solving

Investigate parent involvement strategies:
• Parent morning teas
• Multi-cultural lunch
solving and the capacity to apply these skills in everyday situations. Curriculum programs and teaching practices will effectively develop the knowledge and skills of all students providing challenging and stimulating learning experiences that empower students as 21st century learners.

3. **Confident, Resilient, responsible students.**

Asquith will have in place a comprehensive and inclusive framework to support the emotional and social wellbeing of students, which measurably improves individual and collective wellbeing, creating a positive learning environment for all.

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**About this report**

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

- **Rita Trovato** Principal
- **Shiona Shiu** Assistant Principal
- **Jane Crawford** Assistant Principal
- **Vivian McDonald** Assistant Principal
- **Elizabeth Vincent** Assistant Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: