

Undercliffe Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Undercliffe 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 school 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.

Undercliffe Public School is a small K–6 school characterised by: a strong student welfare ethos; a caring, competent and committed staff; a very supportive community; educational vision and strong leadership; mutual respect and equity; and a rich curriculum within and beyond the six Key Learning Areas (KLAs) which challenges students to become independent, creative learners. The school has a proud tradition of academic excellence, public performance and enrichment programmes in sport, music and the performing arts.

At Undercliffe Public School there is a focus on the wellbeing of all students. We believe in adding value to the development and learning of all students. The students' learning styles and abilities are of the highest priority, being complemented with learning that occurs in an environment that is fun and happy. We believe that "happy students are successful learners".

We recognise the importance of successful transitions into school and have a focus on providing a good start both from a prior to school setting to school and from primary school to high school. We recognise the importance of being ready for school and provide our students with buddies and school familiarity in the year before they come to school. We also provide a range of learning experiences and interactions at the local high schools whilst they are in years five and six.

I am excited about what is ahead for Undercliffe Public School. As the many components of our current school plan continue to evolve, we are seeing our students challenged in a myriad of ways and they are responding to these challenges with a sense of purpose and an increasing understanding of their role and responsibility within their own education. I look forward to the coming year and the ones to follow for the amazing things that will be achieved at Undercliffe Public School.

Helen Missiris – Principal

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School background

School vision statement

Our vision is that all students, staff and the school community at Undercliffe Public School will achieve their full potential to empower students with intrapersonal, interpersonal and academic skills to be able to contribute to the changing nature of our society.

School context

Undercliffe Public School has an enrolment of 200 students who come from diverse cultures and socio-economic backgrounds.

Undercliffe Public School is a small school whereby partnerships of students, teachers, parents and the community are encouraged to work together to achieve the best outcomes for all children.

We acknowledge and celebrate individual differences and talents by providing opportunities for students to showcase these through extra-curricular activities.

The school maintains a culture which is based upon continuous improvement to provide the best teaching and learning outcomes for all students.

Regardless of students' background, socio-economic status and learning needs, we strive to develop self-confidence, respect, optimism, independence, tolerance and excellence in all areas.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook the self-assessment using the School Excellence Framework. 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.

The school leadership team self-assessed through monitoring and evaluating school milestones, focus groups and the use of parent and student surveys. Teams of teachers reflected against the School Excellence Framework and looked closely at evidence collected as part of the milestone monitoring.

Through the self-assessment process the school saw significant progress in the areas of Learning, Teaching and Leading. We developed What Works Best at Undercliffe Public School Matrix and successful school Initiatives to support learning, teaching and learning programs.

The Undercliffe Public School Plan 2015–2017 flows from the strategic directions and sets clear improvement measures. It forms the basis for the schools' improvement and development efforts in partnerships with staff, students, parents and the community. The three priorities that were identified for this plan were:

Highly successful, efficient and regulated learners

High performing and collaborative staff culture

Strong school community partnerships

Teacher Collaboration

Weekly collaborative team planning sessions allow for development and evaluation of curriculum, professional learning to improve practice, team teaching discussions, consistency, programming, resource development, planning for differentiated curriculum, evaluation of programs and organisation, assessment moderation, data based decision making and professional dialogue.

Monitor Student progress through Literacy and Numeracy continuums/Data to inform practice

All staff K–6 regularly monitor student growth by using tracking systems, such as PLAN, the literacy and numeracy continuum tracking sheets and assessment records. Supervisors provide support to staff in using such tracking systems and assessment records. Collaborative planning sessions focus on moderation and allow staff to have

professional dialogue around their students and their needs. This informs personalised learning goals and development of teaching programs.

Quality Teaching Rounds

A member of the executive team attended the Quality Teaching Rounds Professional Learning and the school implemented the initiative K–6 during semester 2. Quality Teaching Rounds bring together the strengths of professional learning communities, instructional rounds and the Quality Teaching Framework.

Staffing Structures

Additional teachers were allocated to classes for learning support. The additional teachers allow for more individualised attention to meet the needs of the range of learners in the classrooms.

Teacher Professional Learning

The staff participate in regular whole school professional learning sessions linked to the school priorities. The staff attended four twilight professional learning sessions throughout the year that target areas of need for staff, such as accreditation, technology and hands-on mathematics. Collaborative planning sessions allow for supervisors to mentor their team members to work towards their individual professional goals.

Project Based Learning

Students engage in project based learning allowing them to design, plan and carry out an extended project that produces a publicly exhibited output— such as a product, publication or presentation. Project Based Learning not only enhances student engagement but helps students develop skills to solve highly complex problems and live in a knowledge based, highly technological society.

School Community Partnerships

Learning Links partnered with UPS to target students with learning needs. Speech Therapy is provided to support students who require this service. We have noticed quite a significant improvement in this area, especially with confidence and willingness to learn.

We foster positive and respectful relationships with our school community to enhance learning experiences for our students. We regularly engage the community in school events and invite parents and community members to come and celebrate book week parades, Education Week, Grandparents' day, performing arts assemblies, the school production, multicultural night and community barbeques.

The Tell Them From Me Survey For Parents in regards to student engagement and wellbeing, provides an extensive insight to current practices and future directions.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STRATEGIC DIRECTION 1 : Highly successful efficient and self-regulated learners.

Purpose

To empower students to be leaders of their own learning so that students achieve their full potential in order to adapt to the constant changes of the world in which we live.

Overall summary of progress

Quality Teaching and Learning of Literacy and Numeracy Across the Australian Curriculum Project

Quality teaching and learning of literacy and numeracy across the Australian curriculum continued to be a focus throughout 2016. The establishment of collaborative planning through the release of teams for weekly team meetings enabled staff to foster a common understanding of teaching and learning of literacy and numeracy across the Australian Curriculum. Regular collaborative planning meetings enabled staff to engage in regular professional dialogue to improve the learning process for all students through collaborative programming, assessing, observing student growth and moderation of student work samples.

All classes engaged in 2 terms of project based learning where students worked for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. Students enjoyed student directed learning combined with a hands on approach to learning with an authentic task for public display completed by the end of the term.

Staff engaged in professional learning around the Quality Teaching Framework and formed Professional Learning Communities. All staff participated in regular Quality Teaching Rounds. These rounds gave teachers the opportunity to observe and evaluate the lessons of colleagues and were then followed by professional dialogue around the lessons observed using the Quality Teaching Framework to improve programming and planning in order to enhance student learning outcomes.

Technology Project

Staff engaged in professional learning on how to use technology to engage students in their learning. Professional learning showcased apps and web based programs which can be integrated to enhance and support classroom programs. Staff also looked closely at the information and communications technology (ICT) capabilities and how they can be integrated across all areas of the curriculum.

The Bring Your Own Device program for students in Years 3–6 continued with approximately 50% of students bringing their devices to school on a regular basis.

Leadership Program

The executive team met regularly and worked closely with their teams to drive and support school and class based programs and projects with a focus on quality teaching and student engagement. The executive team looked closely at the elements of the School Excellence Framework to identify our achievements and the next steps to be pursued in our strategic directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">NAPLAN data will show 70% of students are achieving expected growth from Year 3 to Year 5 in reading and writing.	<p>2016 NAPALN results indicate that 47.1% of students achieved their expected growth in reading.</p> <p>Data for growth in writing was not available for 2016.</p>	<p>\$6500</p> <p>Staff released to evaluate Literacy and Numeracy programs</p>
<p>100% of students will engage in Project Based Learning each semester.</p>	<p>All students engaged in project based learning programs in terms 2 and 4.</p>	<p>\$2400</p> <p>Programs embedded to</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students will engage in Project Based Learning each semester.	All students engaged in project based learning programs in terms 2 and 4.	support highly complex problem solving skills and to enhance student engagement.
100% of teachers will increase the use of ICT and the types of ICT embedded across all learning areas.	After professional learning all class programs showed evidence that new web based programs and apps were trialed and introduced into teaching and learning programs across all curriculum areas.	\$9314 Support and training provided to embed ICT across the Key Learning areas.

Next Steps

Quality Teaching and Learning of Literacy and Numeracy Across the Australian Curriculum Project

In 2017 all staff will continue their professional learning through Quality Teaching Rounds and feedback to improve teacher practice and will continue to plan and assess students in collaborative teams to ensure consistent teacher judgement.

Project based learning will continue across the school with a focus on curriculum integration and authentic learning opportunities which improve student engagement.

Focus on Reading professional learning sessions will be run every fortnight by a school based trainer with staff completing in between tasks to improve student comprehension outcomes.

All staff will attend GERRIC – (The Gifted Education Research, Resource and Information Centre) which is part of the School of Education at the University of NSW. Staff will complete their Certificate of Gifted Education and will use the training to identify, differentiate, use practical strategies and accelerate students using effective programs that foster the development of positive social, academic and peer relationships. Teaching strategies and methods of curriculum differentiation which enhances the learning of gifted students will be evident in classroom programs

Staff will be provided with professional learning and support with creating rubrics and providing students with clear learning intentions to support and guide student learning and improve student ownership of learning.

To improve student wellbeing and to assist students to reach their full potential and to make sense of their world, a value of the week will be introduced as well as Wellbeing Days which will be held each term.

Technology Project

Teachers will continue to participate in collaborative professional learning on how students and teachers best use new information and communication technologies in the learning process to facilitate the implementation of highly engaging and student-driven lessons. Further professional learning will be provided on the integration of information and communications technology (ICT) capabilities across the curriculum as well as a focus on a skills based technology program.

The Bring Your Own Device (BYOD) program will continue for students in Years 3–6.

Leadership Program

The school leadership team will continue to work closely together and with their teams to mentor and support staff with programming and planning with a focus on quality teaching, project based learning, integrated learning and critical thinking.

The selfassessment process using the School Excellence Framework will further assist to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.



Strategic Direction 2

STRATEGIC DIRECTION 2: High performing and collaborative staff culture

Purpose

To build strong leadership capabilities and well-being in all staff so that we exceed expectations in catering for the diverse learning needs of our students.

Overall summary of progress

In 2016 Undercliffe Public School continued to work towards achieving the processes outlined in strategic direction 2.

Building Staff Capacity Project

Throughout 2016 staff at Undercliffe Public School participated in many professional development sessions, including whole school twilight evenings focusing on areas the staff agreed required further development. These sessions included mathematics, technology, accreditation and behaviour management. Staff also attended individual external professional learning days linked directly to the areas of need they outlined in their Performance Development Plans (PDPs).

Over the course of the year, the teachers were released in their stages for an hour of collaborative planning each week. These sessions allowed supervisors to mentor their team members and support them in working towards their professional learning goals and overall capabilities.

Quality Teaching Rounds (QTR) were introduced in 2016 and all teaching staff participated in the process. QTR focuses on improving teaching quality through observation and feedback and links directly to the Quality Teaching Framework designed for teachers' professional self-reflection and for school improvement practices in NSW public schools. All staff at Undercliffe Public School found QTR to be effective in developing their teaching pedagogy and supporting them in enhancing student learning.

All staff attended professional learning about the accreditation process. New Scheme teachers continued to work towards achieving their accreditation, with one teacher being accredited at proficient level by mid-2016. The six staff members who are at proficient level are now working towards maintaining their accreditation, while pre 2004 teachers have been educated through a professional learning twilight session about their requirements in 2018. All staff received mentoring and support throughout the accreditation process.

Monitoring Student Growth

To ensure we successfully monitor student growth, all teaching staff at Undercliffe Public School used tracking systems including PLAN, the literacy and numeracy continuum tracking sheets and assessment records. During collaborative planning sessions supervisors provided support to staff in using these systems.

Weekly collaborative planning sessions allowed opportunities for staff to discuss individual students and their needs and moderate student work to ensure consistency. Staff also created Personal Learning Plans (PLPs) for students who required additional support as well as those demonstrating gifted traits to make sure all students' needs were being catered for. Staff held meetings with parents of students on these plans each term in order to monitor their progress and to evaluate and update their plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
New Scheme Teachers are working to obtain or maintain their accreditation using the Australian Professional Standards for Teachers and all teachers exceed the benchmarks for their performance development plan (PDPs).	One new scheme teacher completed their accreditation at proficient level this year. New scheme teachers who haven't completed their accreditation have started to collect evidence and begin the accreditation process.	\$2000.00 Beginning Teacher funds Mentoring program Additional release for support in school transition/induction process. \$11,682.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>New Scheme Teachers are working to obtain or maintain their accreditation using the Australian Professional Standards for Teachers and all teachers exceed the benchmarks for their performance development plan (PDPs).</p>	<p>Those who are at proficient level are working on maintaining their accreditation by attending professional development courses.</p> <p>All staff participated in a professional learning twilight session which explored accreditation at proficient level and also focused on maintaining accreditation.</p> <p>Pre 2004 teachers are now aware of their accreditation timeline.</p> <p>All staff successfully participated in the Performance Development Plan cycle for 2016.</p>	<p>Teacher Professional Learning Budget. Funds were used for teacher training.</p>
<p>100% of teachers effectively track student progress within and across years and effectively implement differentiated programs to ensure optimum growth in learning.</p>	<p>Teachers participated in weekly collaborative planning sessions to discuss student progress and growth and how to further support these students.</p> <p>Personalised Learning Plans (PLPS) were created for students with additional needs and those needing to be enriched. Meetings with parents of these students took place each term in order to successfully differentiate programs.</p> <p>All staff tracked student progress by using PLAN, as well as literacy and numeracy tracking sheets and other assessment records.</p>	<p>\$5,606.00</p> <p>Teachers were released for collaborative programming and drawing on internal and external data and feedback to monitor and modify performance.</p> <p>\$1500.00</p> <p>Teachers working together with parents on personalised learning plans to achieve the best possible outcomes for the students.</p> <p>Fostering the success of all students by facilitated communication, implementation and shared vision by staff.</p>
<p>SAM, SAO, Principal and an executive staff member are highly skilled users of LMBR, SALM and new financial systems.</p>	<p>The SAM and SAO attended 15 days of in-services on the new financial systems prior to implementation. The Principal along with one executive member attended the Principal in-service sessions.</p> <p>Other executive staff attended an introduction session exploring the systems.</p> <p>LMBR went live in October at Undercliffe Public School and has been successful.</p>	<p>\$3419.95</p> <p>Allocated funds were used for training and professional development.</p>

Next Steps

Building Staff Capacity Project

In 2017 staff will write new Performance and Development Plans(PDPs) outlining the professional development goals they will work on throughout the year. Supervisors will continue to meet with their team members to ensure they are working towards achieving their goals and mentoring them throughout the process. Staff will be provided with opportunities to attend external professional learning sessions linked directly to their areas of need as outlined in their PDPs.

Quality Teaching Rounds will continue throughout 2017 with a greater focus on providing explicit feedback linked to the areas defined in the Quality Teaching Framework. Teachers will be encouraged to take on the feedback provided to improve their teaching practice.

Whole staff professional learning will include Focus on Reading fortnightly and four Geric twilight sessions. Staff will also participate in additional whole school professional learning sessions once Focus on Reading and Geric are completed.

Staff will continue to work towards achieving accreditation with only five staff to be accredited at proficient level. As some of these staff members are towards the end of their first five years, at least half should be accredited at proficient by the completion of 2017. Staff who are maintaining their accreditation will begin logging the hours accumulated from attending professional learning sessions throughout 2017. Pre 2004 teachers will begin preparing for their accreditation by further education so they are ready to begin the maintaining accreditation process in 2018.

Monitoring Student Growth

In 2017 all staff will continue to monitor and track student growth using the current systems that have been successful in previous years. During fortnightly stage meetings, staff will use the results on these tracking systems to engage in professional dialogue with colleagues about individual students and how they can improve their progress. Supervisors will have access to tracking systems to further monitor the students within the year groups they oversee.

Staff will also continue to put students who require additional support on PLPs and regularly meet with their parents to monitor their progress and update their plan throughout the year. Enrichment students will also be put on PLPs. This will ensure all students' needs are catered for on a daily basis and allow staff to successfully monitor their progress.

Success criterias will become a focus for all teaching staff to use within their lessons. This will allow students to become aware of the expectations so they are able to take ownership and monitor their own learning. Teachers will also continue to encourage students to write their own goals in the different learning areas and monitor these through guided reading sessions and writing conferencing.

Throughout 2017 all Undercliffe teaching staff will attend four sessions on Gifted Education –GERRIC as part of professional learning. These sessions will focus on differentiation in the classroom and explicitly explore students who excel, providing teachers with strategies to use in the classroom to ensure all students are making progress in their learning.



Strategic Direction 3

STRATEGIC DIRECTION 3: Strong school community partnerships

Purpose

To create genuinely collaborative and inclusive partnerships that work together to design and maximise learning experiences and extra curricular activities in order to bring about a high performing and highly engaged school community.

Overall summary of progress

Parent/carer collaboration and engagement initiatives are a continued focus in 2016. Parents together with staff and students continued to reflect on learning at school and at home. The school community engaged in workshops, forums, surveys and class communication programs such as meet the teacher, parent, staff and student interviews and informal meetings in order to best support learning both at school and at home.

The Vibe Newsletter and Parents and Citizens' Newsletter showcase and celebrate the skills and contributions that our students and school community successfully deliver and are most proud of.

Staff continued to develop strong educational and business partnerships to enhance educational programs and collaborate on common strategic directions. Our Parent and Citizens' Association mission statement was aligned with our strategic directions. Partnerships were established with Learning Links, an organisation specialising in assisting students with diverse learning needs. Learning Links provided support for parents and staff in the areas of numeracy and reading through after school workshops. Learning Links provided further programs such as speech pathology and hands-on numeracy activities to improve student skills and confidence.

Parents/carers, together with the P&C, assisted Undercliffe Public School regularly by engaging in a variety of community events including community BBQs, Easter Hat Parade, grant applications, Kindergarten morning tea and curriculum support. Parent/carer involvement has continued to assist with the best possible learning outcomes for the students.

Leadership programs at Undercliffe Public School have resulted in one executive member taking on a mentoring role to help support beginning teachers and other staff members. Class support and collaborative practice improved the intellectual quality of educational programs in the school through the implementation of Quality Teaching Rounds, Focus on Reading and Gifted and Talented professional development.

The staff worked together to establish meaningful and authentic assessments for learning to enable students to see first hand how they are progressing and to make the necessary changes in the skills that they require to set new learning goals that can be shared with their parents/carers.

The Parents and Citizens' Association funded part of the Sports in School Australia Program and purchased readers to help assist with our reading programs within the classroom.

The Parents and Citizens' Association are working towards a new, improved and more enjoyable playground for our students. To be able to see it achieved will be nothing short of amazing and worth all the effort.

Thanks to successful fundraising, school community support and grant applications in the last few years, stage 1 of the project will commence in. The Parents and Citizens' Association and the school community are now working towards raising funds for stage 2.

We have continued to streamline and improve school communication systems to ensure information is reliable, timely and accurately disseminated to all stakeholders within the community. We will continue to develop and expand on these further in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">An increase in parent participation in school organised events.	The leadership team at Undercliffe Public School regularly seek staff, student and community feedback to continually improve school performance. The executive team use this feedback	\$6400 Funds provided to support community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	<p>to develop a school plan that delivers ongoing improvement to student outcomes.</p> <p>Parent and community participation increased through the Parents and Citizens Association. Opportunities were provided to support the school through fundraising initiatives, evening events, meetings and other school initiatives.</p>	
<ul style="list-style-type: none"> Increased collaboration with preschools and schools that are involved in the transition and moving on of students at Undercliffe. 	<p>Transition process to Kindergarten, Year 3 and Year 7 continues to be the focus in order to improve and build capacity in the area of collaboration with local preschools, feeder infant school and feeder secondary schools. Kindergarten teachers and executive had several observation visits to local preschools and high schools to assist with transitioning to school.</p> <p>Partnerships with Kingsgrove North High School and Marrickville High School has facilitated successful transition programs.</p>	<p>\$2700</p> <p>Staff released to visit local high schools, peer mentoring and observations.</p> <p>\$1000– Transition Kindergarten Program</p> <p>\$500– Promotional material to support transition partnerships.</p>
<p>Increased community partnerships and agencies that support and deliver programs that align with the school plan.</p>	<p>Learning Links Speech Pathology saw students improve their communication skills. and confidence.</p> <p>Learning Links Numeracy Support Project saw student increased awareness in numeracy concepts due to one to one intensive support.</p> <p>The program has had an enormous improvement in the delivery of mathematical concepts for the students with additional needs. Staff consultation and training with Learning Links has provided the use of practical activities within the classroom. There has been an increase in engagement as mathematical concepts are meaningful through practical hands– on tasks.</p> <p>Additional teachers to support students with learning needs in both literacy and numeracy were employed. With the support of additional staff a mentoring program was implemented whereby executive and staff worked closely together analysing data, engaging in critical reflection and professional growth. Team teaching–watching others teach was also embedded which enabled staff to work in collaboration, to provide authentic feedback and deliver quality teaching and learning programs using the School Excellence Framework and Performance Development Plans.</p> <p>The Chaplaincy Program assisted with the social and emotional wellbeing of students through the implementation of the Shine Program. Friendships, self–esteem and confidence were elements of this program.</p>	<p>\$13762.63</p> <p>\$7600 – mentoring initiatives</p> <p>\$9133.47</p> <p>Funded by Your Dream</p>

Next Steps

Intervention programs are implemented for students and families with additional learning needs so that learning both at school and at home is consistent and rewarding.

Authentically consolidating transition partnerships with local high schools and pre-schools so that consistent relationships are sustained.

Providing additional support staff to improve the educational outcomes and wellbeing of all students as well for the wider school community.

Increasing and maintaining positive community engagement and collaborative decision making through the support of the Parents and Citizens' Association .

Raising awareness and improving on current student welfare programs, such as the continuation of the student wellbeing initiatives to support respectful partnership to increase student participation and engagement in a positive and inclusive school culture.

Raising expectations of achievement levels among staff, students, school leaders, families and the wider community.

School-wide communication systems are utilised to ensure information is effectively transmitted and circulated in order to sustain genuine relationships within our local community.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>One student received a Deadly Kids Award which is an award to celebrate the academic achievements, leadership skills and attendance of Aboriginal and Torres Strait Islander students.</p> <p>In order to celebrate NAIDOC Week, students engaged in cultural activities and were provided with opportunities to learn about indigenous culture, artefacts, music and dance.</p>	<p>\$2965.00</p>
English language proficiency	<p>EAL/D students were supported across the school with the assistance of an EAL/D teacher through a variety of communicative language based activities based on students' current level of language proficiency, needs and interests.</p> <p>The EAL/D teacher used a collaborative team teaching approach across the school, to cooperatively plan and deliver relevant and suitable learning experiences in mainstream classrooms. This enabled EAL/D students to achieve success in learning the English language required across all Key Learning Areas.</p>	<p>\$10899</p> <p>Funds were used to provide additional teacher support to assist students learning needs and EAL/D programs within the school.</p>
Low level adjustment for disability	<p>The sensory garden continues to support students with anxiety, learning needs, autism and to assist with managing student behaviour.</p> <p>Personal Learning Plans were developed by teachers in partnership with parents to support students' additional learning needs.</p> <p>Meetings were arranged with parents to discuss students' progress in meeting measurable and observable goals.</p> <p>Additional in-class support was provided by the Learning and Support Teacher (LaST) to students with additional learning needs.</p> <p>There was an emphasis on literacy (vocabulary and grammar), numeracy (problem solving) and social skills programs.</p>	<p>\$14660</p> <p>The sensory garden continues to provide support for students with anxiety, learning needs and autism. It also assists with managing student behaviour.</p> <p>Personal Learning Plans were developed by teachers in partnership with parents, counsellor and other agencies to support students' additional learning needs.</p> <p>Meetings were arranged with parents to discuss students' progress in meeting measurable and observable goals.</p> <p>Additional in-class support was provided by the Learning and Support Teacher (LaST) to students with additional learning needs.</p> <p>There was an emphasis on literacy (vocabulary and grammar), numeracy (problem solving) and social skills programs.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>This initiative provided additional staffing resources to further improve the quality of teaching and learning programs.</p> <p>Executive staff were provided with additional release time to provide continued support and improve student results.</p> <p>Quality Teaching Rounds was embedded and focus was placed on improving the quality of teaching practices.</p>	<p>0.08 allocation.</p> <p>Executive staff were released to help support and encourage inspired learning through personalised learning programs in order to develop enriching and engaging programs for all students.</p>
<p>Socio-economic background</p>	<p>A speech pathologist was employed one day per week to support students with language delays or impairments.</p> <p>Speech Pathology worked intensively with identified students. Learning Links delivered speech therapy to identified students. Learning Links provided a comprehensive numeracy program for students needing additional support.</p>	<p>\$9364</p> <p>Speech Pathologist provided professional learning for staff to provide strategies and explicit programs to better equip and support staff in the classroom.</p> <p>Additional school learning support officers have been employed to provide literacy and numeracy support in classrooms.</p> <p>Equity funding provided the school with resources to collect and analyse student wellbeing data to better track students requiring additional and personalised support.</p>
<p>Support for beginning teachers</p>	<p>In 2016 there was one temporary teacher in their first year of teaching and one teacher was in their second year of permanency.</p> <p>Beginning teachers were provided with access to additional support, professional development, extra release and mentoring with their supervisors and colleagues.</p>	<p>Mentoring structures and collaborative practices to support beginning teachers within the school were put in place. Beginning teachers and teacher mentors have access to specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Undercliffe Public School is a school with students from diverse cultural and linguistic backgrounds. The approximate percentage is 63.9% of a Language Background other than English from over 29 countries. Students understand and identify with the cross-cultural mix and are thus able to tolerate cultural and social differences.</p> <p>New arrivals students received in-class support with a variety of groupings including one-to-one, pair work, small group work and whole class work.</p> <p>The EAL/D teacher was sensitive to students' needs in a range of KLA content and activities.</p>	<p>0.6 allocation</p> <p>EAL/D specialist teacher identified EAL/D students' and programs were differentiated to reflect the language needs of students. Additional support was provided to collaboratively plan to create personalised learning plans and specialist support programs for the students.</p>

Targeted student support for refugees and new arrivals

There was a strong commitment to ensuring there were no language barriers and /or cultural barriers experienced, with a smooth transition into the student's first Australian school.

There were no refugees enrolled at our school but there was one New Arrival enrolled at our school in 2016

0.6 allocation

EAL/D specialist teacher identified EAL/D students' and programs were differentiated to reflect the language needs of students. Additional support was provided to collaboratively plan to create personalised learning plans and specialist support programs for the students.



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	97	107	112	113
Girls	82	92	101	103

Undercliffe Public School is a school with students from diverse cultural and linguistic backgrounds. The approximate percentage is 63.9% of a Language Background other than English from over 29 countries. Students understand and identify with the cross-cultural mix and are thus able to tolerate cultural and social differences. Student enrolments are growing steadily and have been consistent.

The commitment to the pursuit of excellence and the ongoing provision of high quality educational opportunities for each and every child as expressed in the NSW Public School's Excellence Framework, continue to drive Undercliffe Public School in 2016.

The School Excellence Framework is articulated in the Undercliffe Public School Plan 2015–2017 as three strategic directions. These directions focus on providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents; they are the high expectations that every child will succeed.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	96.8	95	95
1	94.1	94	95.9	96.2
2	96.3	94.9	94.4	94.6
3	94.8	94.7	95.3	92.7
4	95.5	92.5	92.6	94.3
5	94.2	94.2	94.8	93.5
6	93.8	93.5	94.2	93
All Years	94.9	94.7	94.7	94.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is on par with State DoE.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.78
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0.4
School Administration & Support Staff	2.37
Other Positions	0.08

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, no members of the workforce identify as being of Aboriginal or Torres Strait Islander descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

The staff participated in quality weekly and whole day professional development sessions to help support and improve student learning outcomes and the delivery of quality teaching programs. Staff also attend Department of Education Professional Development

Staff find that Twilight Professional Development sessions are extremely beneficial as it is spread across the year and aligns with our school plan and milestones. Teachers are required to stay back four times throughout the year to do the additional professional development in lieu of the two staff development days at the end of the year, 19th and 20th December 2016.

Staff participated in the Accreditation Process. Professional Development included:

Maintaining Accreditation

Proficient Teacher

Highly Accomplished

Lead Teacher

Staff also participated in four twilight professional development sessions planned throughout the year. Areas of development included:

First Aid, CPR and Emergency Care

Learning Links– Numeracy

Information and Communication Technology, innovative technology programs

Collaborative planning, enhanced learning practice

Geography Syllabus

Quality Teaching Rounds

Staff Professional Development has increased professional growth through the examination of their own teaching ability. It has strengthened and encouraged collegiality. Staff Personalised Learning Plans have also seen effective performance and development across the school. It is an ongoing process for teachers and principals to ensure that students experience high quality teaching and learning in every classroom.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Modern finance, student management and student wellbeing systems have been implemented to provide all NSW Public Schools with an integrated set of tools designed to help staff deliver the best possible outcomes for the students and communities they serve.

The Learning Management and Business Reform (LMBR) program addresses these needs with new, integrated systems that will support the vital work of staff at schools across NSW.

Undercliffe Public School has had a positive and successful transition. Regular training and professional development continues to support the new systems in place.

The school community was informed regularly via the school newsletter, letters and through the Parents and Citizen's Association.

Income	\$
Balance brought forward	54 088.13
Global funds	182 276.34
Tied funds	139 484.32
School & community sources	134 491.21
Interest	2 322.82
Trust receipts	6 292.54
Canteen	0.00
Total income	518 955.36
Expenditure	
Teaching & learning	
Key learning areas	13 762.63
Excursions	28 007.37
Extracurricular dissections	87 074.34
Library	1 551.58
Training & development	3 995.20
Tied funds	106 156.20
Short term relief	9 133.36
Administration & office	50 421.36
School-operated canteen	0.00
Utilities	24 120.02
Maintenance	14 510.00
Trust accounts	9 194.83
Capital programs	28 010.30
Total expenditure	375 937.19
Balance carried forward	143 018.17

The information provided in the financial summary includes reporting from 14 October 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	183 056.90
(2a) Appropriation	145 813.06
(2b) Sale of Goods and Services	9.09
(2c) Grants and Contributions	37 120.72
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	114.03
Expenses	-89 139.85
Recurrent Expenses	-89 139.85
(3a) Employee Related	-41 138.21
(3b) Operating Expenses	-48 001.64
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	93 917.05
Balance Carried Forward	93 917.05

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Funds were allocated to support the school's Physical Education Program to improve student gross motor skills and wellbeing. Staff were provided with collaborative planning time during the program.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 568 392.80
Base Per Capita	11 619.70
Base Location	0.00
Other Base	1 556 773.10
Equity Total	130 816.50
Equity Aboriginal	2 964.56
Equity Socio economic	9 365.60
Equity Language	55 464.90
Equity Disability	63 021.44
Targeted Total	40 030.01
Other Total	41 676.25
Grand Total	1 780 915.56

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

In 2016, thirty two Year 3 and eighteen Year 5 students sat for the National Assessment Test in literacy.

96.8% of Year 3 students demonstrated proficiency in reading at National Minimum standards or above.

93.7% of Year 3 students demonstrated proficiency in writing, spelling, grammar and punctuation at National Minimum standards or above.

94.4% of all Year 5 students demonstrated proficiency in reading, writing, spelling, grammar and punctuation at National Minimum standards or above.

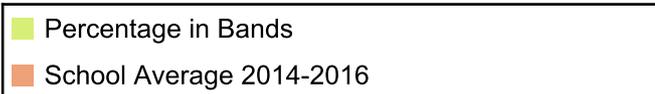
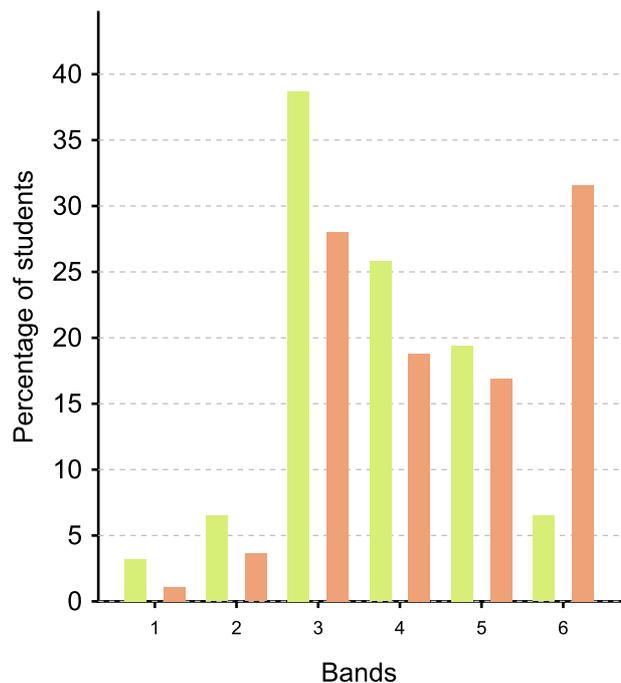
Progress in Literacy

Seventeen of the eighteen Year 5 students sat the National Assessment Program in Year 3 (2014) for literacy.

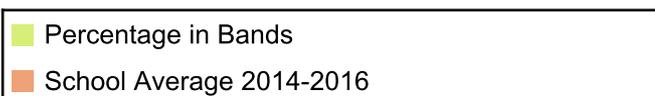
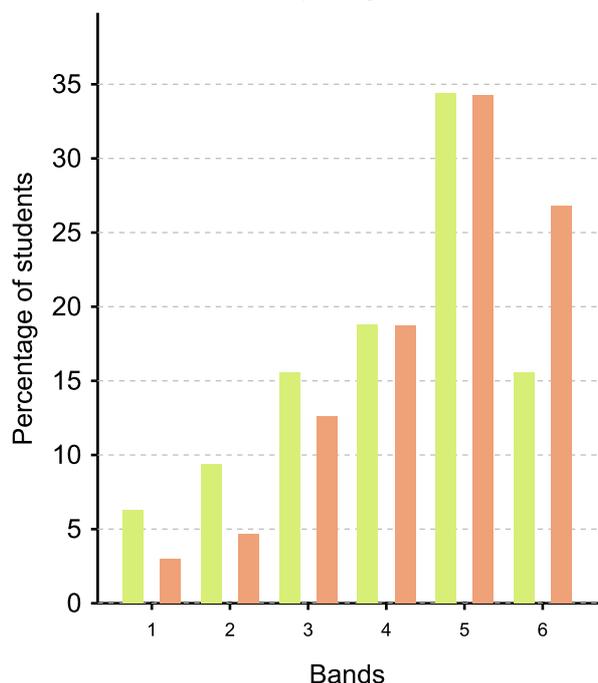
Student growth in reading was 63.8 points as compared to the state figure of 80.1 points

Student growth in spelling was 65.4 points as compared to the state figure of 77.6 points.

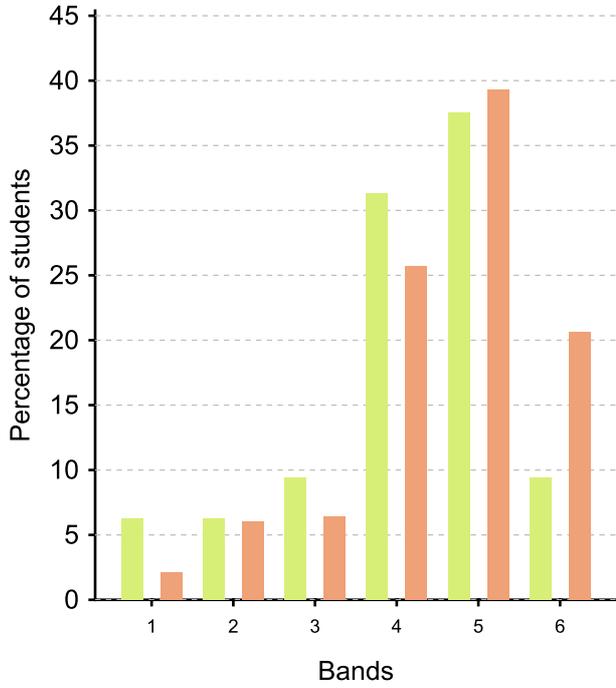
Percentage in bands:
Year 3 Reading



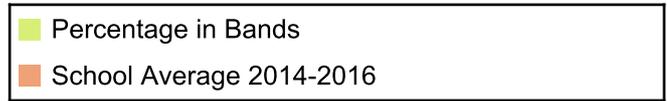
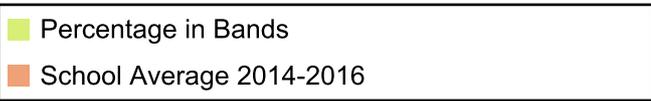
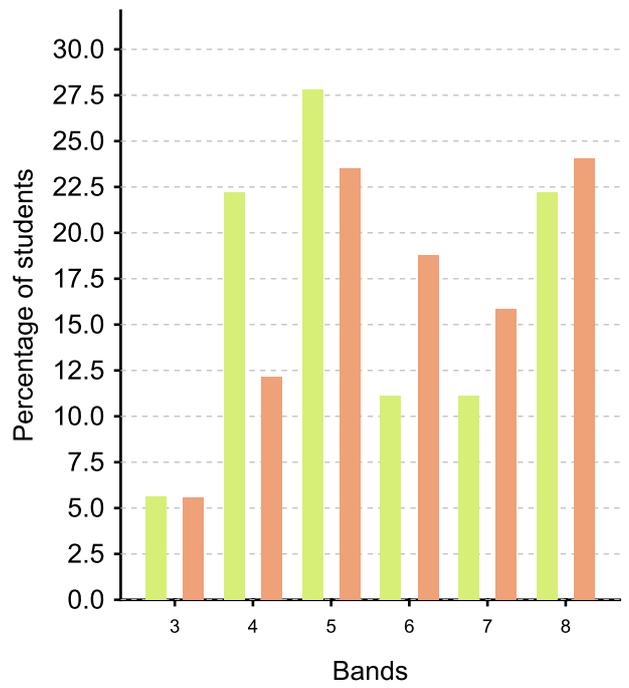
Percentage in bands:
Year 3 Spelling



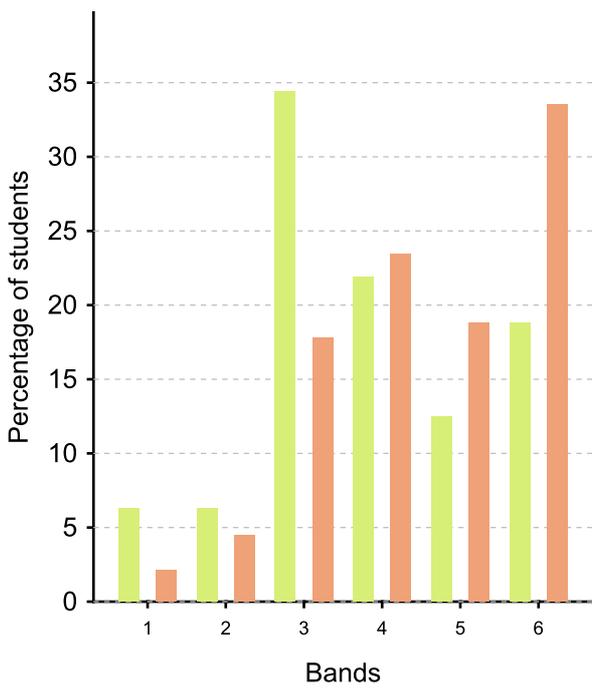
Percentage in bands:
Year 3 Writing



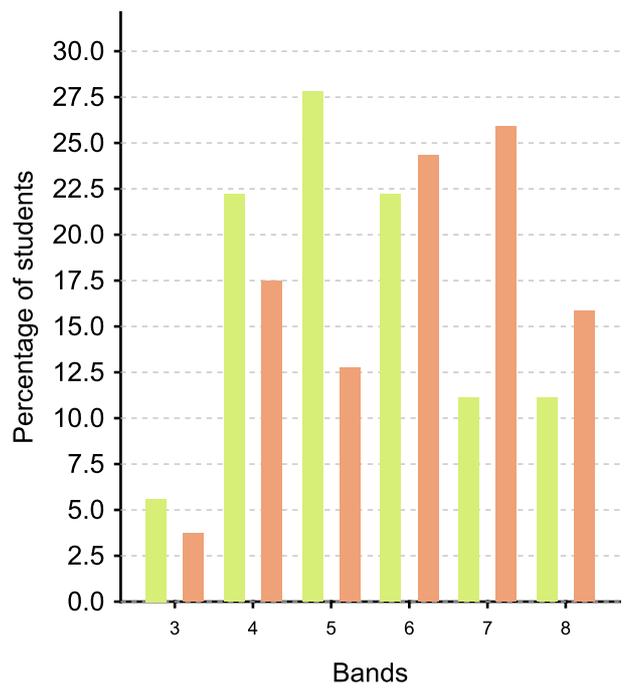
Percentage in bands:
Year 5 Grammar & Punctuation



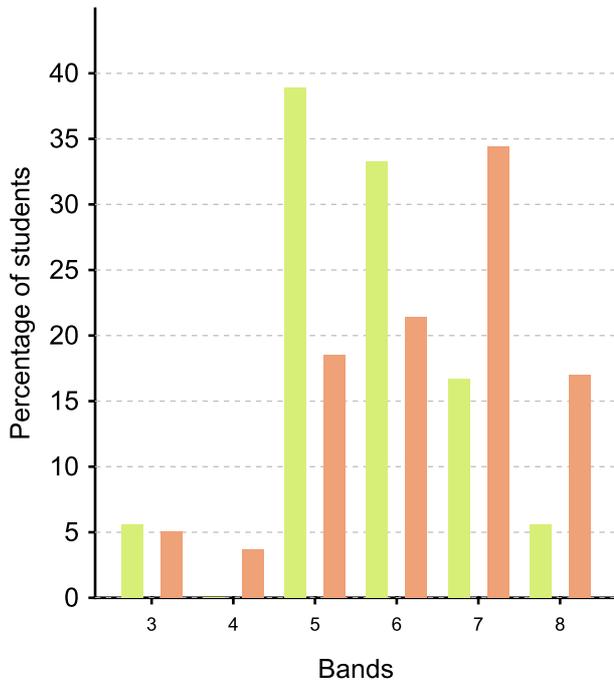
Percentage in bands:
Year 3 Grammar & Punctuation



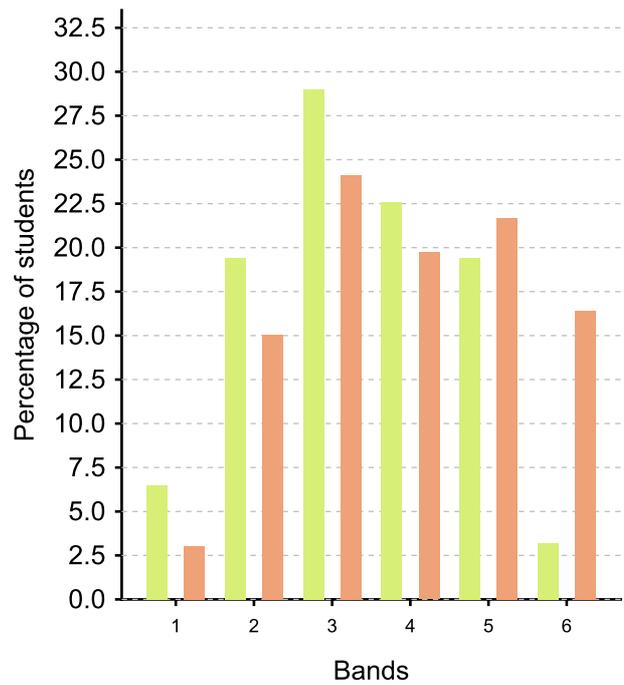
Percentage in bands:
Year 5 Reading



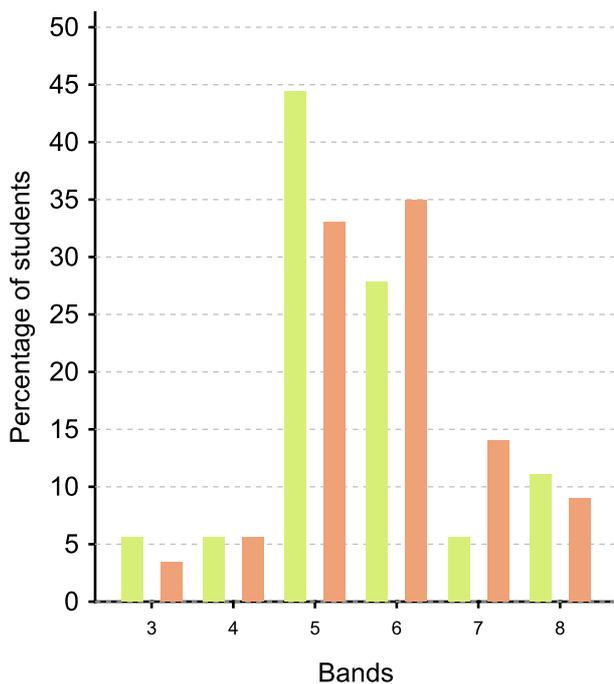
Percentage in bands:
Year 5 Spelling



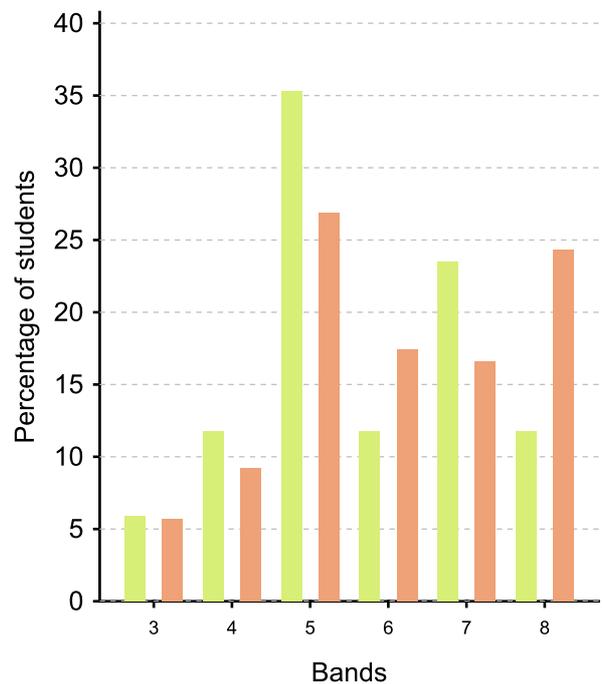
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



In 2016 thirty two Year 3 and eighteen Year 5 students sat for the National Assessment Test in numeracy

93.5% of all Year 3 students demonstrated proficiency in numeracy at National Minimum standards or above.

94.1% of all Year 5 students demonstrated proficiency in numeracy at National Minimum standards or above.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

The Tell Them From Me student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 71 students in this school that participated in the survey between 30 Mar. 2016 and 6 Apr. 2016. The number of students by year level is:

Year 4: 34

Year 5: 19

Year 6: 18

Social–Emotional Outcomes

- 88% of students in this school had a high rate of Participation in Sports. The NSW Govt norm for these years is 83%.

- 81% of the girls and 96% of the boys in this school had a high rate of Participation in Sports. The NSW Govt norm for girls is 82% and for boys is 84%.

Student participation in extracurricular activities

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.

- 80% of students in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for these years is 55%.

- 89% of the girls and 68% of the boys in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for girls is 66% and for boys is 44%.

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

- 89% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.

- 82% of the girls and 94% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 87% of students had positive relationships. The NSW Govt norm for these years is 85%.

- 85% of the girls and 88% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

Students that value schooling outcomes

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 96% of students in this school valued School Outcomes. The NSW Govt norm in these years is 96%

- 94% of the girls and 97% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.

Students with positive homework behaviours

- In this school, 66% of students had positive homework behaviours. The NSW Govt norm for these years is 63%.

- 73% of the girls and 67% of the boys in this school had positive homework behaviours. The NSW Govt norm for girls is 72% and for boys is 54%.

Students with positive behaviour at school

- In this school, 90% of students had positive behaviour. The NSW Govt norm for these years is 83%.

- 97% of the girls and 82% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.

Students who are interested and motivated

Students are interested and motivated in their learning.

- 84% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%.

- 85% of the girls and 81% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 83% and for boys is 73%.

Effort

Students try hard to succeed in their learning.

- 92% of students in this school tried hard to succeed. The norm for these years is 88%.
- 94% of the girls and 91% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.

Skills–challenge

Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

- 42% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW norm for these years is 53%.
- 34% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for these years is 26%.
- 17% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 7% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

Drivers of Student Outcomes

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- In this school, students rated Effective Classroom Learning Time 8.5 out of 10. The NSW Govt norm for these years is 8.2.

Relevance

Students find classroom instruction relevant to their everyday lives.

- In this school, students rated Relevance 8 out of 10. The Govt norm for these years is 7.9.

Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 8.1 out of 10. The Govt norm for these years is 7.7.

- In this school, advocacy at school was rated 8 out of 10 by girls and 8 out of 10 by boys. The NSW Govt norm for girls is 7.8 and for boys are 7.5.

Positive teacher–student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher–Student Relations were rated 8.6 out of 10. The NSW Govt norm for these years is 8.4.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and the Principal, executive and teachers maintain high expectations that they be followed.

- In this school, students rated Disciplinary Climate of the Classroom 7.2 out of 10. The NSW Govt norm for these years is 7.2.

Expectations for success

The school Principal and staff emphasises academic skills and hold high expectations for all students to succeed.

- In this school, students rated Principal, executive and Teachers' Expectations for Academic Success 8.9 out of 10. The NSW Govt norm for these years is 8.7.

Staff

Staff feel supported and receive professional development to enhance teaching and learning programs. Staff feels valued and respected by the Principal, executive and colleagues within the school.

Parents/Carers Survey –(out of 10)

Partners in Learning–Undercliffe Public School, NSW CESEProject

(9 respondents between 20 Aug. 2016 and 12 Oct. 2016)

Parents Feel Welcome

8.1

I feel welcome when I visit the school

8.6

I can easily speak with my child's teachers

8.9

I am well informed about school activities.

8.3

Teachers listen to concerns I have.

8.3

I can easily speak with the school principal.

8.6

Written information from the school is in clear, plain language.

8.3

Parent activities are scheduled at times when I can attend.

5.8

The school's administrative staff are helpful when I have a question or problem.

8.1

Parents are Informed

5.7.

Reports on my child's progress are written in terms I understand.

8.9

If there were concerns with my child's behaviour at school, the teachers would inform me immediately.

7.8

I am informed about my child's behaviour at school, whether positive or negative.

8.3

The teachers would inform me if my child were not making adequate progress in school

subjects.

7.5

I am well informed about my child's progress in school subjects.

7.2

I am informed about opportunities concerning my child's future.

6.7

I am informed about my child's social and emotional development..

6.1

Parents Support Learning at Home.

6.0

Does someone in your family do each of the following?

Discuss how well your child is doing in his or her classes.

5.3

Talk about how important schoolwork is.

5.0

Ask about any challenges your child might have at school.

5.6

Encourage your child to do well at school.

7.2

Praise your child for doing well at school.

6.4

Talk with your child about feelings towards other children at school.

6.1

Take an interest in your child's school assignments.

6.1

School Supports Learning

7.6

Teachers have high expectations for my child to succeed.

7.2

Teachers show an interest in my child's

learning.

7.8

My child is encouraged to do his or her best work.

8.3

Teachers take account of my child's needs, abilities, and interests.

7.2

Teachers expect homework to be done on time.

7.5

Teachers expect my child to work hard.

7.8

School Supports Positive Behaviour

8.1

Teachers expect my child to pay attention in class.

8.9

Teachers maintain control of their classes.

8.1

My child is clear about the rules for school behaviour.

8.9

Teachers devote their time to extra-curricular activities.

6.4

School Supports Positive Behaviour

8.1

Teachers expect my child to pay attention in class.

8.9

Teachers maintain control of their classes.

8.1

My child is clear about the rules for school behaviour.

7.4

Teachers help students who need extra support.

8.1

School staff create opportunities for students who are learning at a slower pace.

7.2

Teachers try to understand the learning needs of students with special needs

7.8

School staff take an active role in making sure all students are included in school

activities.

7.5

Teachers help students develop positive friendships.

6.7



Policy requirements

Aboriginal education

Aboriginal and Torres Strait Islander students comprise about 3% of the school population. Undercliffe Public School aims to further develop Aboriginal student learning outcomes in English and mathematics and provide all students with education about Aboriginal Australia through programming and community partnerships.

Undercliffe Public School does this by providing support to Aboriginal and Torres Strait Islanders on a needs basis and providing opportunities for them to be celebrated for their successes, with one student receiving the Deadly Kids Award in 2016.

In addition, the whole school participates in NAIDOC week celebrations, as well as daily lessons that explore the 8 Aboriginal ways of learning, to ensure that Aboriginal perspectives are incorporated across the curriculum.



Multicultural and anti-racism education

Undercliffe Public School is a school with students from diverse cultural and linguistic backgrounds. The approximate percentage is 63.9% of a Language Background other than English from over 29 countries. Students understand and identify with the cross-cultural mix and are thus able to tolerate cultural and social differences.

All students at Undercliffe Public School are treated fairly, with sensitivity, regardless of their cultural background and with regard to their cultural background. All staff acknowledges, understands and accepts that newly arrived students, as well as those from diverse ethnic backgrounds who were born in Australia, need additional support and reassurance.

Classroom teachers provide a multicultural perspective in teaching and learning programs and resources are chosen carefully to ensure that they are free from cultural bias and promote sensitivity, tolerance, respect and harmony, which is inherent in our school.

School community barbecues and sausage sizzle days offer meat that is halal and multicultural dishes brought in from the school community are always welcomed, shared and celebrated among the school community.

Staff and students positively interact with one another whilst fostering mutual respect, empathy and understanding between individuals and groups of different ethnic backgrounds in terms of varying languages, customs, beliefs and religions. Our trained Anti-Racism Contact Officer and Grievance Officer, is known to all school community members via the school newsletter and the 'Meet the Teacher' program. Her photograph and role is displayed in the office and she is available at any time for consultations with staff, students and the school community.

Issues and complaints regarding harassment, discrimination, prejudice, race-based generalisation,

bias and stereotypes are treated with utmost care and sensitivity. Complaints are dealt with quickly and appropriately.

'Racism – no way' signs are displayed around the school and in every classroom. Teachers also incorporate anti-racism strategies in their teaching and learning programs. All staff promote harmony and tolerance at all times.

Other school programs

Chaplaincy Program

We were very excited to announce that we received funding from the Department of Education to employ a part time school chaplain. The role of the Chaplain is to work alongside students, staff and the wider community to improve the wellbeing of all students.

Film By The Sea

The Undercliffe Public School Friday Film Club had their movie selected for the annual film festival. The movie, No Hat No Play premiered during the Film By The Sea presentation at Bankstown Sports Club Centre on Monday October 24. Selection to the festival was a great honour with limited number nominated each year.

The festival contained many high quality film productions with the highlight of the evening coming as Undercliffe Public School received an award for their film. In 2017 U.P.S. will have Film By The Seas coordinators come to school to provide a workshop on the use of green screens in film. Two teachers have also been invited to a professional development course to improve their ability to each film study to teach students. Receiving these awards is certainly a great honour and testament to the work put in by students and teachers involved.

Mandarin Program

The 2016 Mandarin language program has focused on increasing students' sensitivity to a foreign language and developing students' respect and appreciation for other cultures. The units of work were designed to relate to the life experiences of students and have provided opportunities for students to compare Chinese culture with other cultures. Teachers have encouraged students to extend their Mandarin learning outside of the classroom by using Google classrooms. Tai Chi was taught to the whole school on 2016 Harmony Day, students' Chinese brush painting art works were showcased in the Chinese Dress-up Day, a Chinese lantern dance was taught for a Kindergarten Performing Arts Group and seven students from various grades competed in the 2016 National Chinese Eisteddfod, with one of the students winning the third prize in her age group.

Library 2016

Undercliffe Public School houses many quality fiction and non-fiction books in its school library. This plays an integral part in the students' education; facilitating the students' classroom learning.

All students have equitable access to the books and resources in the library. They are given the opportunity to visit the library as a class, once a week for an hour session. Library sessions consist of 40 minutes of Modelled Reading and Literature Study, and the remaining time spent on selecting books to borrow for research and/or for enjoyment.

The Library is also open to students throughout the week who wish to undergo further research, and to simply partake in a quiet activity.

In 2016, the Teacher Librarian's goal was to encourage and inspire more students to visit the library, to borrow and to read. An exponential amount of students showed a great interest in visiting the library and taking part in literature studies. Students enjoyed the library activities organised throughout the year. Some of these activities and incentives included:

- Reading Log Incentive Scheme– Personalised bookmarks were rewarded to students once they borrowed a set number of books from the library. This encouraged students to borrow and to read more.
- National Simultaneous Story Time– Students took part in a nation-wide reading experience. They read the book 'I Got This Hat' by Jol Temple and Kate Temple along with many other children from across Australia.
- The Premiere's Reading Challenge– Many students from Undercliffe PS were given the opportunity to register and take part in this competition. All successful participants were rewarded with certificates including Gold and Platinum awards.
- Book Week–During Book Week, students took part in celebrating the theme 'Australia! Story Country' through organised activities.
- Scholastic Book Fair– A Book Fair was set up during Book Week, providing students the opportunity to purchase books.
- Scholastic Book Club– This service was provided to students throughout the year in order to ensure all students had access to purchasing and owning their own books.
- Perform! Educational Musicals– A performance company visited the school and presented the 'Fair Dinkum' musical. This was great fun and very entertaining for the students.
- Annual School Book Parade– All students and staff took part in the School Book Parade where they dressed up as their favourite book character. They then 'cat walked' down a runway to present their outfits. Students were later given the opportunity to take a photo of themselves in their Book Week attire to keep as memorabilia.

Undercliffe Public School emphasises the importance of providing students the opportunity to visit the school library as well as to select and borrow quality books of their choice. Undercliffe PS also provides its students with literature related experiences to encourage reading for enjoyment as well as to enrich their intellectual, cultural and emotional growth.

Dance

Undercliffe Public School had an exciting year of dance in 2016. There were two dance performances, a ballet routine and an upbeat jazz performance. Both groups performed at the St George Performing Arts festival and at the Undercliffe Public School Performing Arts Showcase. From these two dance groups, 15 students were chosen to perform at the 2016 Schools Spectacular. This was a highlight for a dance program with these students performing alongside 430 other primary school students in our segment. The routine was beautifully choreographed to highlight mental health in children and youth. Students performed several times in front of thousands of people and their routine was televised. The students performed to their best ability at every show and were fantastic representatives of Undercliffe Public School.

Student Leadership– School Representative Council (SRC)

In 2016 there were some changes made in student leadership at Undercliffe Public School. There were seven year 6 students who were elected by their peers to create the 2016 Governance. The Governance had the role of running the Student Representative Council (SRC) which ran for the first time in 2016. The SRC was made up of students from kindergarten to year 6 where two representatives were voted in for each class at the beginning of term. These representatives would bring ideas from their class to meetings which were held fortnightly. The SRC made lots of positive changes around the school in 2016 including; introducing house bins as a way to decrease rubbish in our school environment. The friendship bench was also introduced where students are able to go if they need a friend to play with. Another big initiative taken on by the SRC was to organise and run the Kmart wishing tree appeal during term 4. This was a huge success showing the generosity and kindness of our school community. The Governance would also meet with the principal to discuss initiatives and projects.

The SRC was run by the strong leadership team of the Governance who supported the younger members and celebrated ideas brought to meetings by different classes and worked to put these ideas into action.

Sport

In 2016 Undercliffe celebrated many sporting events and achievements.

The Swimming, Cross Country and Athletics Carnivals were a great success with many students qualifying for Zone Carnivals.

In PSSA soccer and netball, all students gave a gallant effort each week and enjoyed representing their school every Friday.

Undercliffe may be a small School in size but this does not ever taint the effort, determination and skill level that students bring to every sporting code that we participate in.