

Athelstane Public School

Annual Report



2016



3453

Introduction

The Annual Report for **2016** is provided to the community of **Athelstane 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.

Chad Lindsay

Principal

School contact details

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Message from the Principal

In 2016 Athelstane Public School celebrated 64 years of delivering quality education for all students. The school environment is one of safety, harmony and respect. There is a commitment to continued school improvement and standards of excellence.

Each child at Athelstane is valued as an individual with unique learning styles, interest and needs. We recognise that each child is different and we celebrate diversity within our school, by providing an inclusive and supportive environment for all, which is positively supported by the school community. High expectations for student behaviour and participation ensure a focus on student learning outcomes.

Athelstane Public School welcomes parents as partners in the education of their children, working collaboratively to ensure the best outcomes for our students.

2016 was another very successful year in which the academic, sporting and creative talents of our students were showcased. Our creative and performing arts programs were once again a standout feature, not only providing amazing opportunities but also earning great acclaim for the talents of the students at Athelstane Public School.

The highlight was undoubtedly the extremely entertaining whole school musical, "Go For Gold!" This event involved every student in the school from Kindergarten to Year Six and was a resounding success. It was a true testament to the combined efforts of staff, students and parents.

The students involved in Our Fresh Air Artist in Residence Program received due recognition of their outstanding creativity and talent, claiming first place in ROGAP (Rockdale Outdoor Gallery Art Prize) with their sculpture, "Back in Time Viewer." Our student's creative talents were also showcased through a digital art trail featuring student art work and narration of the local area.

I certify that the information provided in this report is the product of a rigorous school self-assessment and review processes undertaken with staff, student leaders and the community and provides a balanced and genuine account of the school's achievements and areas for development.

Chad Lindsay

Principal

School background

School vision statement

At Athelstane Public School we value each child as an individual with unique learning styles, interests and needs.

We recognise that each child is different and we celebrate the diversity within our school, by providing an inclusive and supportive environment for all.

We aim to provide students with the skills to become engaged 21st Century citizens and happy life-long, self-motivated learners.

We promote high expectations and risk-taking in a cooperative and supportive learning environment.

Through our commitment to providing quality learning programs for all, students will become effective communicators who are challenged to achieve their potential.

As a school, we promote global citizenship, where the students have opportunities to become resilient leaders with a social conscience.

As a school we promote a culture of respect, acceptance and understanding

School context

Athelstane Public School is located in Arncliffe, a suburb in southern Sydney in close proximity to Sydney International Airport. The school is nestled in amongst well established trees and the grounds are attractive and well maintained. The school currently caters for more than 300 students, which includes students in four specialised support classes. The school draws from a multicultural community with a significant percentage of the students from a new Australian Lebanese Muslim background. Recent development of high density living in the Wolli Creek end of the school's drawing area is seeing a number of new cultural backgrounds joining the school.

The school is staffed by highly committed and dedicated teachers who look to foster in students, a love of learning and a sense of wonder and curiosity in the world around them.

The school has embraced partnerships with Sydney University and the Australian Business Community Network who, through a variety of programs, considerably support the school in achieving the vision statement.

The school and staff are active participants in a variety of Local Community of Schools initiatives and are looking to build upon relationships formed through Improving Literacy and Numeracy National Partnerships Programs.

Athelstane has recently embarked upon a Room 13– Fresh Air Artist in Residence Project which engages professional artists to operate alongside and guide the students in a working studio. This program is expected to be of significant benefit for both students and staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the area of **Learning**, key achievements include;

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

– Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

- Self-assessment processes assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.
- Consistent implementation of a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- Students care for self, and contribute to the wellbeing of others and the wider community.
- Curriculum provision is enhanced by learning alliances with other schools and organisations.
- Active collection and use of information to support students' successful transitions.
- Teachers involve students and parents in planning to support students as they progress through the stages of education.
- Systematic policies, programs and processes to identify and address student learning needs.
- Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.
- Students use assessment and reporting processes to reflect on their learning.
- Analysis of school performance data and a range of other contextual information and is aware of trends in student achievement levels.

In the area of **Teaching**, key achievements include;

- Teachers routinely review previous content and preview the learning planned for students in class.
- All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.
- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.
- Teachers provide explicit, specific and timely formative feedback to students on how to improve.
- Teachers analyse and use student assessment data to understand the learning needs of students.
- Data analysis informs the school's learning goals and monitors progress towards them.
- The school leadership team regularly uses data to inform key decisions.
- Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.
- Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.
- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- Teachers actively share learning from targeted professional development with others.
- A particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.
- Teachers understand and implement professional standards and curriculum requirements.
- Teachers are committed to their ongoing development as members of the teaching profession.
- Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

In the area of **Leading**, key achievements include;

- Leadership development is central to school capacity building.
- Productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.
- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.
- The three-year school plan has annual iterations focused on achieving identified improvements.
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.
- The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.
- An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually.
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.
- The school acknowledges and celebrates a wide diversity of student, staff and community achievements.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- Physical learning spaces are used flexibly, and technology is accessible to staff and students.
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.
- Opportunities for students and the community to provide constructive feedback on school practices and procedures.
- Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

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

Quality Teaching Learning and Engagement

Purpose

Quality Teaching, Learning and Engagement will ensure the students of Athelstone Public School are provided with the opportunities and experiences to become successful learners and attain higher levels of achievement and be able to lead successful lives in the 21st Century.

Research has clearly demonstrated it is the quality of pedagogy (the art and science of teaching) that most directly and most powerfully affects the quality of learning.

Student engagement is linked with high quality learning outcomes. Understanding and effectively managing students' engagement plays a significant role in enhancing learning processes and outcomes for students. This will ensure every student is challenged and

Overall summary of progress

Investigation and implementation of John Hattie's Visible Learning research and the impacts on student learning have been a key professional learning focus in 2016 to achieve this strategic direction. This training, undertaken by all staff, has enabled students to have a clear understanding of lesson purpose and direction and develop the capacity to be able to effectively monitor their successful achievement of learning goals and syllabus outcomes. There have been observable changes in classroom practice and the language used to describe learning and future directions by both students and staff. A co-ordinated whole school approach to the implementation of visible learning practices (learning intentions, success criteria and effective feedback) has been undertaken. Our continued school-wide focus on effectively supporting the learning needs of all students was enhanced by professional development on strategies for the effective differentiation of learning in the classroom. The creation of learning profiles, through the effective use of a variety of tools such as PLAST, enabled a more focused approach to supporting individual students in partnership with their parents. The development of a deeper understanding of the importance of student data and its use to drive teaching and learning programs and student improvement has been a focus in 2016. Changes to school practices and procedures have ensured the systematic collection and review of data from both school and external sources. Regular discussions focused on student achievement as evidenced by data, is now a driving force in determining future learning directions across the school. School planning was undertaken to ensure the successful implementation of History and Geography Syllabi in 2017. The development and implementation of whole school scope and sequences have enhanced explicit teaching and assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>School based data clearly demonstrates students setting and achieving challenging learning goals and regularly reflecting on their learning.</p> <p>Student growth evident in all school based and external data measures.</p> <p>A consistent approach to assessment and tracking of student achievement across the school.</p> <p>Differentiated teaching and learning programs which are informed by regular review of teaching and learning practices</p> <p>All staff members set goals through performance and</p>		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
development plans and reflect on personal learning		

Next Steps

Whole school focus on improving the provision effective feedback for students and staff. Improved school procedures for collection, monitoring and tracking of student data and the use of data to drive teaching and learning programs and allocation of school based resources. The introduction of an instructional leader focused on literacy and numeracy will lead to a refinement of explicit teaching practices and tired levels of support to drive improvement in Literacy and Numeracy.



Strategic Direction 2

Quality Leadership and Practices

Purpose

Research has clearly demonstrated the impact effective leadership can have on improving the quality of teaching and learning. Effective leaders create cultures of high expectation, provide clarity about what teachers are to teach and students are to learn. They establish strong learning communities and lead improvements in teaching practices. They support school wide conversations – including parents and students about aspects of current practice areas for improvement and evidence of progress being made.

Overall summary of progress

Expanded opportunities for student leadership and leadership development have been established. These opportunities are empowering students to take an active role in the organisation and support of school events while building their confidence and organisational skills. This has been evidenced by the manner in which students are undertaking their duties and positive feedback from programme evaluations. The school leadership team undertook an extensive program of professional development to enhance their capacity to lead and drive educational change and provide greater levels of support and coaching to their teams. All staff were aligned with a mentor to engage in a deeper reflective process to support and improve teaching practice and guide their ongoing development. Regular and effective monitoring and feedback processes are in place for staff to discuss progress, support and plan for growth. The professional dialogue and evidence from observations provided direction for teachers to achieve their professional goals. The school successfully supported staff to undertake and maintain accreditation at various levels and raised awareness of the requirement for accreditation under the Australian Professional Teaching Standards for those not yet accredited. Staff developed a deeper understanding of the accreditation requirements and strategies for collecting appropriate evidence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School based data provides evidence of improved student leadership opportunities and outcomes. All teachers and school leaders set goals through performance and development plans and regularly reflect on progress and achievement of goals. All staff experience success achieving and/or maintaining various levels of accreditation.		

Next Steps

Increased leadership opportunities for staff members through the development of and implementation of Aspiring Leaders Program. Ongoing development of leadership team's capacity to mentor and coach team members through professional learning with Steve Francis. Targeted professional development for early career teachers. Expanded student leadership roles and improved opportunities for Student Representative Council (SRC) to be active participant in school decision making process.

Strategic Direction 3

A Positive School Community

Purpose

Research from Australia and overseas has demonstrated that students achieve better outcomes from their education when schools, families and the community work together to support student learning.

Overall summary of progress

The school has engaged with a number of community partners to enhance the educational opportunities for our students. The impact of these partnerships on our students has been evident in the outstanding success and outcomes of programs. Room 13 Artist in Residence program brought further acclaim of the school's arts program with its 1ST place in the youth category of ROGAP competition for the second straight year and the Digital Art Trial around Arncliffe. The StepUp program run in conjunction with St. George Youth Services enabled a successful transition between primary and high school for targeted Year Six students. Increased opportunities allowed our P&C to showcase their capacity to support the programs of our school. This included organising and hosting the inaugural Spring Fair and establishing a P&C operated school uniform stall. Both of these ventures proved to be very successful and improved the status and support of the Athelstane P&C within the school community. The continued commitment and success of P&C fund raising events enabled a number of significant donations towards programs to be achieved including the "Cool Our School Hall project. The continuances of the three way interviews, parent coffee workshops and Class Dojo communication have been well received by the school community. The significant number of parent sign ups and regular posts to teachers indicate the degree to which the community embraced these opportunities. Parents also embraced an opportunity to participate in our Tell Them From Survey and provided overwhelming positive feedback about the school and its programs. There is a growing sense of partnership in their children's education which continues to be strengthened. Consolidation of existing partnerships with outside agencies such as Sydney University and the Australian Business and Community Network have also enhanced opportunities for the whole school community at Athelstane Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased community participation in school events and planning processes. Regular and increased attendance at school council and P&C meetings. Improved communication between school and all levels of the school community.		

Next Steps

More efficient methods of school communication focused on the trial of electronic distribution of school documentation such as newsletters, notes and parent updates.

Ongoing support of P&C school based projects.

Investigation of a community Liaison Officer to support Mongolian families within the school.

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	179	172	174	184
Girls	135	146	131	140

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	95.6	95.6	92.4
1	93.2	95.2	91.2	93.5
2	95.7	95.5	95	94.9
3	96	95.9	94.7	94.5
4	94.7	96.3	94.3	95.1
5	95.9	94.9	92	93.3
6	96.5	95.6	94.6	94.5
All Years	95.3	95.6	93.9	94
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

Class sizes

Class	Total
KP	19
KK	18
1/2DW	21
1B	20
2M	24
3P	25
3I	25
4K	29
5V	23
5H	24
5/6CS	24
6L	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.82
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.6
Teacher of ESL	1.8
School Counsellor	1.2
School Administration & Support Staff	7.92
Other Positions	0.13

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At present there are no indigenous teachers at Athelstane Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

Professional learning and teacher accreditation

In 2016 professional learning was undertaken by all staff and was linked to the school's strategic directions, mandatory professional development requirements of the Department of Education and the individual professional learning plans of teachers. This included building the capacity of early career teachers and leadership development for current and aspiring school leaders.

All staff completed mandatory training in Emergency Care, Anaphylaxis, C.P.R., Child Protection, Chemical Safety, Asthma Management and the Code of Conduct.

A focus for professional learning workshops was on the elements of Visible Learning. These included analysis of educational research around influences on education, creating assessment capable learners, data analysis, providing effective feedback, visible learning mind frames and developing growth mindsets.

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.

Income	\$
Balance brought forward	605 385.19
Global funds	271 755.90
Tied funds	348 060.81
School & community sources	108 891.34
Interest	9 656.93
Trust receipts	8 180.45
Canteen	0.00
Total income	1 351 930.62
Expenditure	
Teaching & learning	
Key learning areas	23 373.18
Excursions	13 423.37
Extracurricular dissections	52 040.99
Library	5 760.65
Training & development	0.00
Tied funds	426 366.84
Short term relief	63 578.69
Administration & office	53 887.14
School-operated canteen	0.00
Utilities	47 021.88
Maintenance	24 156.62
Trust accounts	9 832.44
Capital programs	26 257.05
Total expenditure	745 698.85
Balance carried forward	606 231.77

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	633 657.15
(2a) Appropriation	607 231.77
(2b) Sale of Goods and Services	2 505.51
(2c) Grants and Contributions	23 521.15
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	398.72
Expenses	-195 003.48
Recurrent Expenses	-195 003.48
(3a) Employee Related	-110 178.66
(3b) Operating Expenses	-84 824.82
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	438 653.67
Balance Carried Forward	438 653.67

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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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	1 971 336.60
Base Per Capita	17 658.55
Base Location	0.00
Other Base	1 953 678.06
Equity Total	596 291.63
Equity Aboriginal	1 845.97
Equity Socio economic	176 089.45
Equity Language	209 917.79
Equity Disability	208 438.41
Targeted Total	893 906.82
Other Total	430 040.65
Grand Total	3 891 575.70

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.

Students in Year 3 and Year 5 showed some positive trends in literacy.

In Year 3 upward trends in performance were evident in Reading, Spelling and Grammar and Punctuation. Reading saw a significant improvement in the number of students achieving the top two bands.

In Year 5 upward trends were evident in Reading with students achieved the highest overall performance seen at Athelstane public School in past five years.

A decline in students' writing performance in 2016 was also reflected in the reduced achievement of all NSW students.

The average growth of Athelstane students across all aspects of literacy in Year Five was well above the

average growth for both Department of Education Schools and non Department of Education Schools.

Athelstane students average growth in **Reading** was **114.5** compared to **79.6** for DoE schools and **80.1** for all schools.

Athelstane students average growth in **Spelling** was **101.5** compared to **78.2** for DoE schools and **77.6** for all schools.

Athelstane students average growth in **Grammar & Punctuation** was **101.6** compared to **78.4** for DoE schools and **76.3** for all schools.

Note: no growth data was available for Writing in 2016.

Students in Year 3 and Year 5 showed some positive trends in numeracy with an increase in the number of students achieving in the top two bands in both grades.

Students performed stronger in Number, patterns and Algebra when compared to Data, Measurement, Space and Geometry.

The average growth of Athelstane students across all aspects of numeracy in Year Five was well above the average growth for both Department of Education Schools and non Department of Education Schools.

Athelstane students average growth in **Numeracy** was **107.7** compared to **92.6** for DoE schools and **91.7** for all schools.

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.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students, teachers and parents were invited to participate in the Tell Them From Me survey at various times throughout 2016.

The Tell Them From Me survey was completed by students from Years 4, 5 and 6. The survey demonstrated that students at Athelstane Public School had high sense of belonging and high rates of participation in school sports both of which exceeded NSW government norms.

Data collected through the survey indicated that the number of students subjected to physical, social, or verbally bullying, or are bullied over the internet was **lower** than NSW norms. Despite this statistic, a focus on online bullying and cyber safety will be a focus in 2017.

The Tell Them From Me Teacher survey highlighted the strengths of our school as Inclusivity, Teaching Strategies and Learning Culture.

The inclusive nature of Athelstane Public School was highlighted through two key elements of staff members efforts to include students with special needs in class activities and through the establishment of clear classroom behavioural expectations.

In Teaching Strategies, staff highlighted the capacity to link learning with prior experiences and set very clear expectation for students about what they are expected to learn.

The learning culture at Athelstane Public School is characterised by high expectations for student learning and monitoring the progress of individual students.

Whilst the responses collected from staff members indicated Athelstane Public School scores exceed the NSW CESE norms around the Eight Drivers of Student Learning and inline with norms across the Four Dimensions of Classroom and School Practices, student use of technology to track their learning will be an area for continued development in 2017.

The Tell Them From Me survey was completed by parents during Term 3 in 2016 and their responses indicated that Athelstane Public School demonstrated strengths in all areas surveyed. This was particularly evident in parents responses to feeling welcome at the school. The responses indicated that parents felt that they could easily speak with their child's teacher and staff were helpful when they had a question or problem. They also reflected that the school had high expectations of its students and students were encouraged to do their best.

Policy requirements

Aboriginal education

Athelstane Public School continued to recognise and celebrate Aboriginal culture in 2016. All classes continued to embed cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures into their teaching. The singing of the National Anthem, Advance Australia Fair, in Koori and acknowledgment of country continue to be a features of all whole school events.

All Aboriginal students were supported in their learning through the development and ongoing monitoring of Personalised Learning Plans.

Our Aboriginal Education working group commenced the journey of developing a Reconciliation Action Plan to formally acknowledge our commitment to reconciliation; and to map the actions we have taken and will further take within the classroom, school and wider community to actively participate in Reconciliation Australia. All staff explored the ACARA conceptual framework based on Aboriginal and Torres Strait Islander unique sense of identity through the interconnected aspects of Country and Place, People and Culture. Staff also examined the 8 Ways Pedagogical Framework that brings indigenous ways of knowing and being into the classroom.

To recognise and celebrate National Reconciliation Week, students participated in a wide variety of learning and cultural activities which culminated in a 'Sea Of Hands' display portraying the Aboriginal Flag at the entrance to the school.

Multicultural and anti-racism education

Athelstane Public School has 87% of the student population from language and cultural background other than English. The school promotes an inclusive environment for students, staff and community. Multicultural perspective, cultural awareness and harmony are promoted through various units across various curriculum areas. This is supported through the Community Languages Program and a focus on multicultural education in all areas of the curriculum through the provision of programs which develop knowledge, skills and attitudes required for a culturally diverse society.

The school had a number of events which recognised and celebrated multiculturalism during 2016. These included Easter Fair, End of Ramadan, Harmony Day, Reconciliation Week and Mongolian Children's Day. All of these events consolidated the messages of anti-racism and importance of respect.

English as an Additional Language/Dialect (EAL/D) teachers worked closely with class teachers and members of the learning support team to monitor the progress and ensure positive learning outcomes for our students with a language background other than English. Writing, reading and oral language activities were the focus of EAL/D programs which were developed using the ESL scales.

Athelstane public School has an Anti-Racism Contact Officer (ARCO) who actively supports multicultural education initiatives and practices.

Other school programs

School Musical – Go For Gold

Athelstane Public School's production for 2016, 'Go For

Gold' was a resounding success and a testament to the combined efforts of the staff, students and parents. The musical was based around a young athlete called Suzie Swift who is contemplating dropping out of the Olympic Games. As her trainer, Phil O'Sophie, encourages her to rethink her decision, the story flashes back in time to Ancient Greece, where we meet the Spartans, Athenians and Greek Gods of Olympus. This musical was unique in that leading roles were given to students from Kindergarten to Year 6 and every student in the school was involved. It was a festival of stunning sets, amazing costumes, sensational singing and wonderful performances. Every single audience member of the numerous sold out performances greatly enjoyed this spectacular event.

ROOM 13 – Artist In Residence Program

It's been another successful year in Room 13 at Athelstane culminating in an innovative digital exhibition of student work in the local area. *Arncliffe Digital Treasure Hunt* launched on 30 November 2016 invited students and members of the public to locate videos of work by our young artists on a digital treasure hunt through the heart of Arncliffe, by scanning QR codes strategically placed around the area using a mobile device. Students worked with a sound recording artist to create the videos for the exhibition.

Our artist in residence, Howard Matthew worked with the students in Years One and Two, introducing the students to a range of new art forms and materials. Students were engaged in creating large scale 2D works of Wolli Creek Parklands and Arncliffe Park.. The Wolli Creek Parklands artwork by 2M was the recipient of the Neil Rankin Award for the Environment and was also displayed at the Museum of Contemporary Art in Sydney. The students in Years 3 and 4 worked on experimental self-portraits created with insulation tape and marker pen on transparent plastic to create a merger of home and self-image, as well as exploring the local area past and present through photography to create a large pop-up book.

Students in Years 5 and 6 were very fortunate to work with performance poet, Candy Royale experimenting with language to create vivid mind images, the process led to each student writing and performing their own poem about a valued item in their life.

The Room 13 lunchtime group this year enthusiastically worked on their own personal artworks, many focusing on large scale self-portraits using a variety of mediums. Other students used 3D materials to create landscapes and musical instruments. For the second year running the school won the Youth Prize in the Rockdale Outdoor Gallery Art Prize (ROGAP). The sculpture, Back in Time Viewer created by our Room 13 lunchtime students was conceptualised around an old fashioned 'box brownie' camera that when visitors look through the fish eye viewer they are exposed to an artwork inspired by temporary unemployment camps that were set up in the area during the great depression of the 1930s.

The Room 13 program at Athelstane has been funded for the past three years through the NSW Fresh AIR initiative supported by the Federal Government through the Australia Council for the Arts in partnership with the NSW Government through Arts NSW and the NSW Department of Education. As this funding, has now come to an end and it has been such a successful program our school will continue to fund this program for 2017, with Howard Matthew our artist in residence.

ABCN – 1:2:1

Australian Business and Community Network(ABCN) was created in 2004 by a group of senior business leaders whose vision was to inspire, challenge and engage businesses to have a greater positive impact in the community. In 2016, the corporate company Tata Consulting engaged our students in a mathematics mentoring program.

1:2:1 is a numeracy and counting program designed to develop and build student basic mathematical skills. There is also the opportunity for students to socialise with their numeracy mentors who act as positive adult role models to students.

Over a period of 10 weeks students from Year 2 worked alongside mentors who volunteered their time to come and work on the 1:2:1 program.

The students enjoyed the intensive individualised instruction and developed their skills in maths.

We look forward to continuing the project in 2017.

Compass– Multilit

Find Your Way to Higher Education, a University of Sydney project, aims to encourage students from low socio-economic backgrounds to participate in higher education. The key goal of the project is to build academic attainment and aspiration for students, and to provide them with a greater awareness of higher education opportunities. Athelstane has been in partnership with the Sydney University Compass program for the last seven years.

In 2016, students in Year 3 were supported by volunteers from Sydney University to work through the MultiLit program to improve Phonological and Sight Word Skills as well as Reading Fluency and Accuracy. All student participants made significant improvement to their Literacy skills as a result.