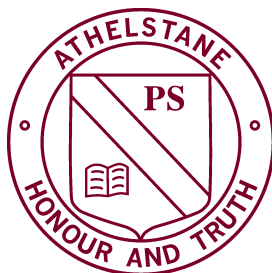


Athelstane Public School

Annual Report



3453

Introduction

The Annual Report for 2017 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

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Message from the Principal

In 2017 Athelstane Public School celebrated 65 years of delivering quality education for all students. Our 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 Public School is valued as an individual with unique learning styles, interests 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 engagement 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.

2017 saw the introduction of NSW Department of Education's Early Action for Success initiative. This initiative is supported with the appointment of an instructional leader who enables the school to provide a targeted approach to literacy and numeracy in the early years of learning and delivers high quality professional learning for staff. The personalisation of learning for students and targeted intervention that is a feature of this program, is proving to be of significant benefit to the students of Athelstane Public School. We look forward to the wonderful outcomes that this initiative will offer our students.

Athelstane Public School also had the opportunity to participate in Education Department's external validation process. This process provided an opportunity for our school to discuss our judgements about our practice – and the evidence that underpins them – against the school excellence framework with a panel of peers. Athelstane Public School's effective self-assessment practices ensured that our schools was well positioned to identify and annotate our most significant pieces of evidence for submission to the validation panel. The outcome of the process was extremely favourable and provided great recognition of the outstanding programs and practices that are in place at Athelstane.

2017 was also another very successful year in which the academic, sporting and creative talents of our students were showcased. Our outstanding creative and performing arts programs were once again a standout feature, as were the performance of our sporting teams who achieved impressive results in the Botany Bay Zone PSSA competitions, claiming several champion titles across the summer and winter competitions.

I greatly appreciate the outstanding efforts of the dedicated, hard working teaching, executive, administrative and support staff and the tireless support and commitment of our parent volunteers and P&C executive. It is this collaborative partnership which ensures Athelstane Public School is a wonderful place for children to grow and achieve their personal best.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the domain of **Learning** the school rated as **Excelling** in the domains of **Learning Culture** and **Wellbeing**, Sustaining and Growing across the elements of Curriculum and Learning and Assessment and Reporting and Delivering for Student Performance Measures.

The evidence presented demonstrates that at Athelstane Public School we have established a Visible Learning culture where teachers explicitly model learning skills and students take responsibility for their education, developing a strong

understanding of themselves as life long learners. We demonstrate a clear understanding of the factors that contribute to wellbeing and have strategies and processes in place to promote a positive teaching and learning environment where students are provided with opportunities to connect, succeed and thrive. At Athelstane, we adopt an integrated approach to curriculum planning and delivery and have established active partnerships to support students in the continuity of their learning. We continue to reflect on our assessment and reporting processes by utilising student, teacher and community feedback to make informed decisions. This year, we have put explicit processes in place to support the collection and analysis of student data, ensuring consistency across the school and that individual student needs are met.

As a school, we have recognised that further improvement can be achieved in the area of Student Performance Measures. While it is evident that we are having a significant impact in the area of value added between Years 3 and 7, we are still working towards achieving the Premier's Priority of having an average percentage of students in the top two bands for NAPLAN Reading and Numeracy. To further enhance our whole-school approach to wellbeing, we have identified that we need to determine a means of measuring the impact we are having on student wellbeing so that we can endeavour to produce self-aware students who actively contribute to the wider community.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, we rated as Sustaining and Growing across the four elements of Effective Classroom Practice, Data Skills and Use, Collaborative Practice and Delivering for Professional Standards.

The evidence presented demonstrates that at Athelstane Public School teachers are committed to implementing the most effective pedagogical methods, using evidence-based research to inform classroom practice. We continue to show improvement in the way teachers and the leadership team collect, analyse and reflect on student data, ensuring that assessment data is used to identify student achievements and areas for further development, whilst also informing decision making. At Athelstane, teachers work collaboratively, use feedback to improve teaching practice and regularly evaluate teaching and learning programs to ensure a consistent approach to quality teaching across the school. Teachers actively engage in the performance and development process, identify professional goals and share professional learning to further enhance the competencies of all staff both internally and within schools in the wider community.

As a school, we have recognised that further improvement can be achieved in the area of Professional Standards. With the recent changes to teacher accreditation protocols, there is a clear need to address staff's understanding of the Australian Professional Teaching Standards within our school. While teachers regularly engage in authentic reflection on their practice through the performance and development cycle, further professional learning is required to develop all staff's understanding of the standards and how to evaluate their skills and competencies against them. We understand that we are still in the early stages of our Visible Learning journey and that teacher feedback is an area where further professional learning needs to take place. As a school, we recognise the impact that feedback has on student outcomes and endeavour to provide explicit task, process and self-regulating feedback to provide students with the best possible opportunity to achieve success.

The results of this process indicated that in the School Excellence Framework domain of **Leading** we rated as **Excelling** in the element of **Leadership** and Sustaining and Growing across the elements of School Planning Implementation and Reporting and School Resource Management Practices and Processes.

The evidence in our submission shows that at Athelstane Public School we offer a multitude of activities to engage the wider community and create productive partnerships with external agencies to promote a positive school culture and improve educational opportunities for students. Leadership development is a whole school priority for both staff and students, with up skilling and succession planning being strategically implemented. At Athelstane, we continue to develop our skills around evidence-based decision making, and use data to allocate school resources with the aim of improving student outcomes.

As a school, we have recognised that further improvement can be achieved in the area of School Planning, Implementation and Reporting. While staff, students and parents are engaged in decision making processes, there is a need for the leadership team to be more transparent in school priorities ensuring there is a collective vision for school expectations and aspirations. It is essential that the staff and wider community are included in the development of the 2018–2020 school plan so that all stakeholders have a clear understanding of the purpose of each strategic direction. As a school, we are beginning to provide more opportunities for students and the community to provide feedback but need to streamline our delivery of services and information, to further strengthen parental engagement.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching Learning and Engagement

Purpose

Quality Teaching, Learning and Engagement will ensure the students of Athelstane 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

A co-ordinated whole school approach to the implementation of visible learning practices (learning intentions, success criteria and effective feedback practices) has been successfully achieved. A school wide focus on effectively supporting the learning needs of all students through differentiated learning in the classroom is regular practice across the school. The creations of learning profiles has ensured a focused approach to support individual students. The deeper understanding of the importance and regular use of student data to drive teaching and learning programs is evident across all staff. Systematic collection and evaluation of data from both internal and external sources coupled with regular reflection of student achievement is common practice during team meetings. Improved teaching practices, underpinned by research, in literacy and numeracy and tiered levels of support and intervention are well established and driving student improvement.

Progress towards achieving improvement measures

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

Next Steps

Whole school focus on improving the provision of effective feedback for students and staff. Training and development to enhance staff and leaders capacity to provide effective instructional feedback and use the three levels of feedback (task, process, and self regulation) effectively.



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

Increased student leadership opportunities have been established and consolidated. These positions are empowering students to take an active role in organising and supporting school events whilst building their confidence and organisational skills. The school leadership team completed an extensive professional development program which enhanced their capacity to drive educational change and provide greater levels of support for their teams. Revised professional meeting practices ensured regular opportunities for deeper reflective practices and consistent teacher judgement. The streamlining of accreditation practices ensured staff were successfully supported to undertake, achieve and maintain accreditation under the Australian Professional Teaching Standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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

School structures and organisation support professional conversations and coaching/mentoring opportunities and ensure that these opportunities are provided on an ongoing basis and delivered effectively in order to drive continuous pedagogical improvement.

Targeted professional learning to build the capacity of the school leadership team to mentor/coach colleagues and establish a professional learning community focused on continual improvement for students and staff.

Design and implement school-wide pedagogical practices that reflect current research and ongoing data analysis in the delivery of quality teaching practices.

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 the students of Athelstane is evident across all areas of learning and in the success and outcomes achieved in these programs.

Expansion and consolidation of partnerships and school based programs run in conjunction with Sydney University and Australian Business and Community Network (ABCN).

Community of schools partnerships including Step Up program run in conjunction with St. George Youth Services which enabled successful transition between primary and secondary school for targeted Year Six students.

Enhanced opportunities and strengthened partnerships with parents and carers to be involved in the life of the school as demonstrated through increased participation in school and P&C events and ventures.

Establishment and successful ongoing operation of the P&C operated uniform stall.

Increased consultation and involvement of school community in school directions and evaluation as evidence by increased participation in school forums and feedback opportunities such as Tell Them From survey.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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

Strengthened community connections and support for growing Mongolian student demographic.

Exploration and trial of electronic distribution of school documentation and communication.

Ongoing support for P&C initiatives and increased parental involvement through opportunities such as workshops and parent café.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	172	174	184	182
Girls	146	131	140	164

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	95.6	92.4	96
1	95.2	91.2	93.5	93.1
2	95.5	95	94.9	93.5
3	95.9	94.7	94.5	92.4
4	96.3	94.3	95.1	93.5
5	94.9	92	93.3	94.1
6	95.6	94.6	94.5	92.9
All Years	95.6	93.9	94	93.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Classroom teacher and the leadership team regularly monitor student attendance throughout the year. Teachers contact parents either electronically or through written correspondence when there are concerns about student attendance or lateness. The school's Learning Support Team regular review student attendance data and will look to make referrals to the Home School Liaison Officer if improvement is not made following a formal parent/ teacher interview.

the Home School Liaison Officer makes visits to Athelstane Public School each term to monitor attendance. Students at risk are discussed and formal processes are put in place to support the student's regular attendance.

Class sizes

Class	Total
KINDY(2)	18
KINDY(1)	18
1_2(1)	23
1(1)	23
2(1)	26
3(2)	23
3(1)	25
4(2)	26
4(1)	27
5(1)	26
5_6(1)	23
61	25
62	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	13.65
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.6
Teacher Librarian	0.8
Teacher of ESL	1.8
School Counsellor	1.2
School Administration & Support Staff	6.92
Other Positions	2.4

*Full Time Equivalent

The Australian Education Regulation , 2014 requires school to report on the 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 2017 professional learning was undertaken by all staff and was explicitly linked with 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 strategic 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 Code of Conduct.

The focus for professional learning workshops had a strong literacy focus. Content included Language Learning and Literacy (L3), Elements of a Quality Literacy Block, The Writing Process, Use of Quality Text and Using the Continuum to Differentiate Teaching and Learning .

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	438,654
Revenue	4,387,631
Appropriation	4,205,976
Sale of Goods and Services	34,451
Grants and Contributions	142,207
Gain and Loss	0
Other Revenue	0
Investment Income	4,997
Expenses	-4,082,696
Recurrent Expenses	-4,082,696
Employee Related	-3,712,328
Operating Expenses	-370,368
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	304,934
Balance Carried Forward	743,588

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,174,823
Base Per Capita	54,379
Base Location	0
Other Base	2,120,444
Equity Total	680,698
Equity Aboriginal	4,089
Equity Socio economic	249,281
Equity Language	200,625
Equity Disability	226,703
Targeted Total	730,960
Other Total	571,604
Grand Total	4,158,084

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

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 Three showed stronger performance across all areas of literacy (Reading, Writing, Spelling and Grammar and Punctuation) with trend data indicating the strongest performance in Reading and Mathematics over the past five years.

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

In Year Five, upward trends were evident in Writing.

The average growth of Athelstane Public School students between Years Three and Five across all aspects of literacy (Reading, Writing, Spelling and Grammar and Punctuation) was well above the average growth for both Department of Education (DoE) school and non Department of Education Schools.

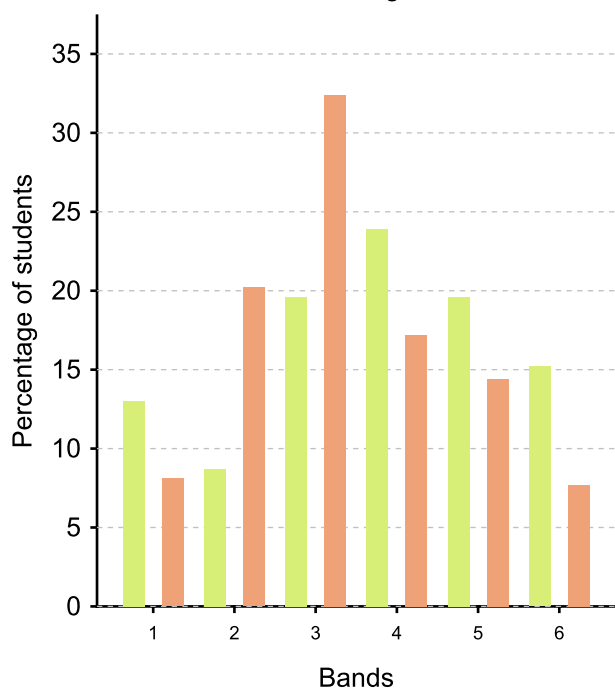
Athelstane students average growth in **Reading** was **85.4** compared to **78.9** for DoE schools and **78.2** for all schools.

Athelstane students average growth in **Writing** was **68.9** compared to **55.3** for DoE schools and **55.1** for all schools.

Athelstane students average growth in **Spelling** was **107.3** compared to **90.0** for DoE schools and **89.6** for all schools.

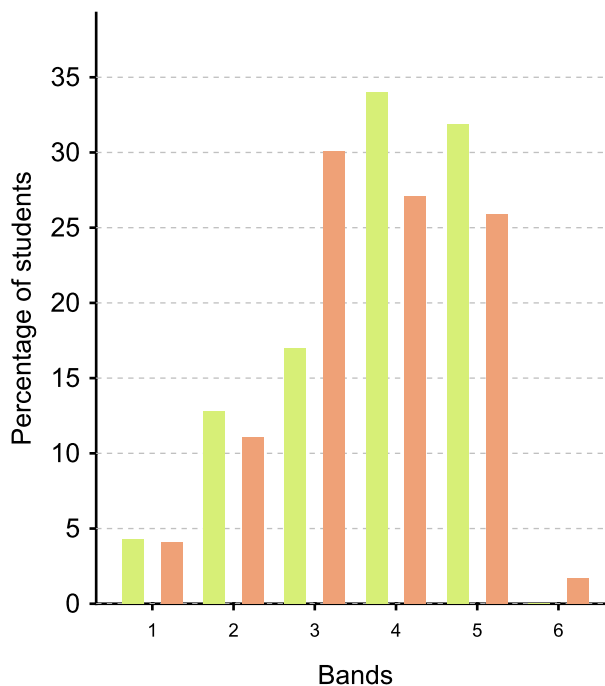
Athelstane students average growth in **Grammar and Punctuation** was **81.8** compared to **67.6** for DoE schools and **66.6** for all schools.

Percentage in bands:
Year 3 Reading



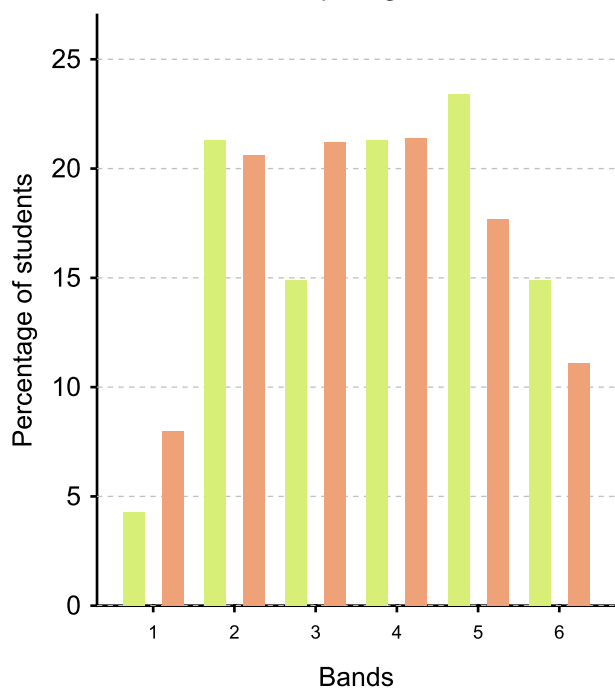
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



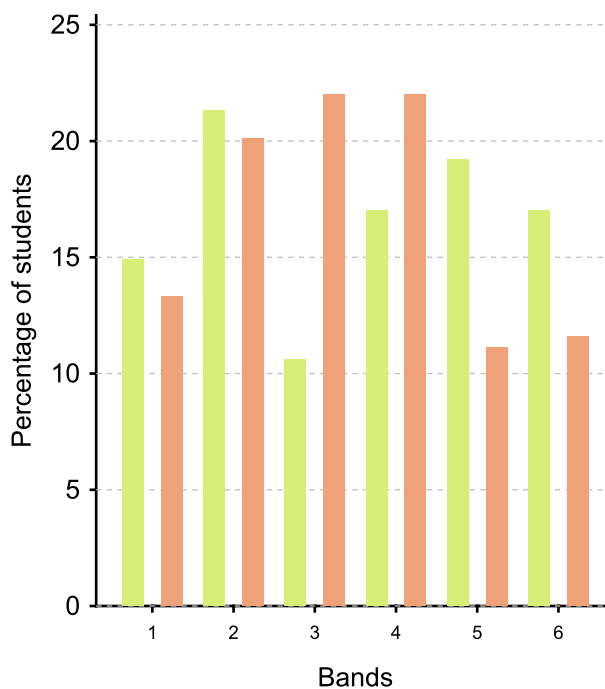
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



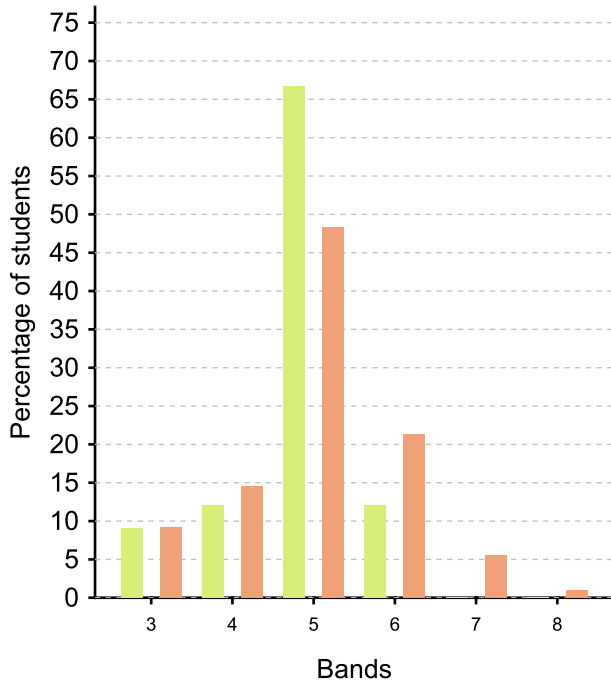
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Grammar & Punctuation

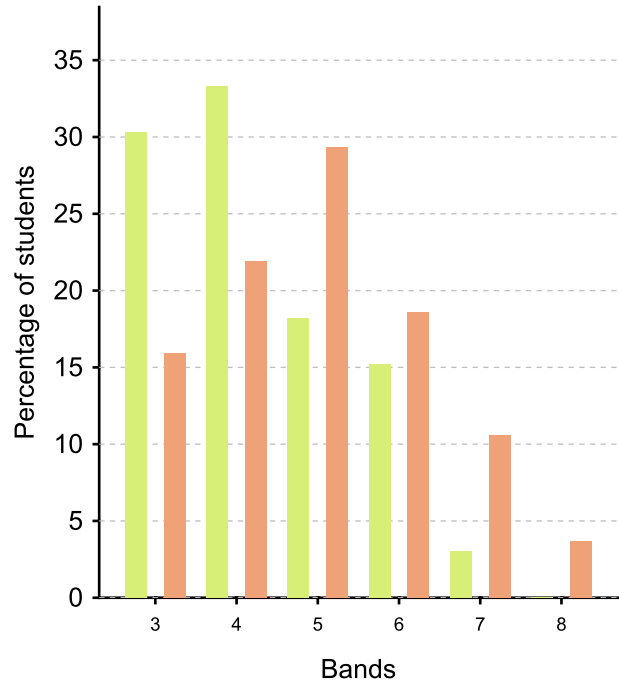


Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



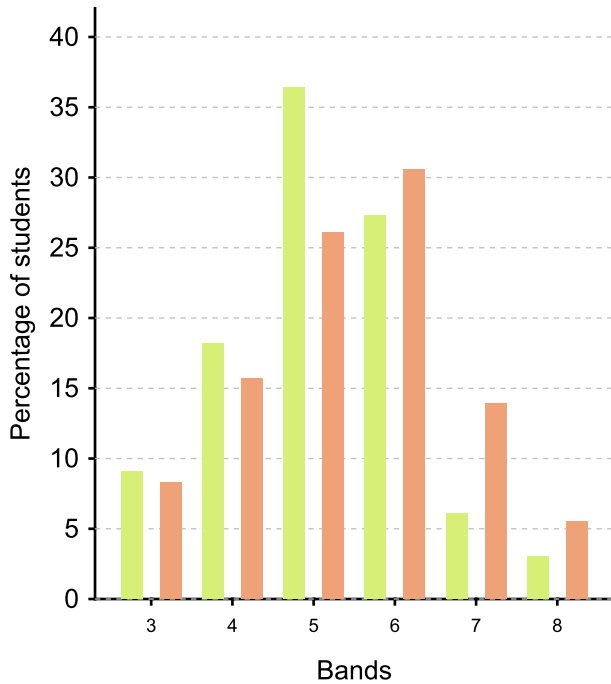
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

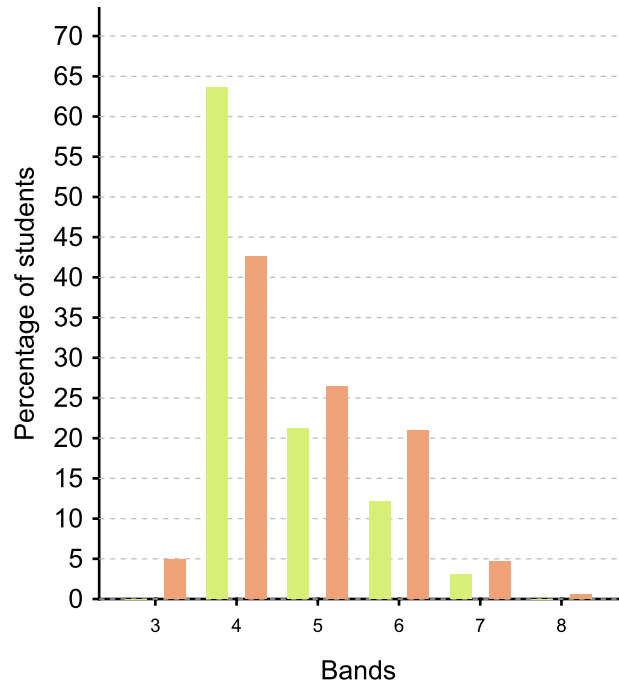
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading

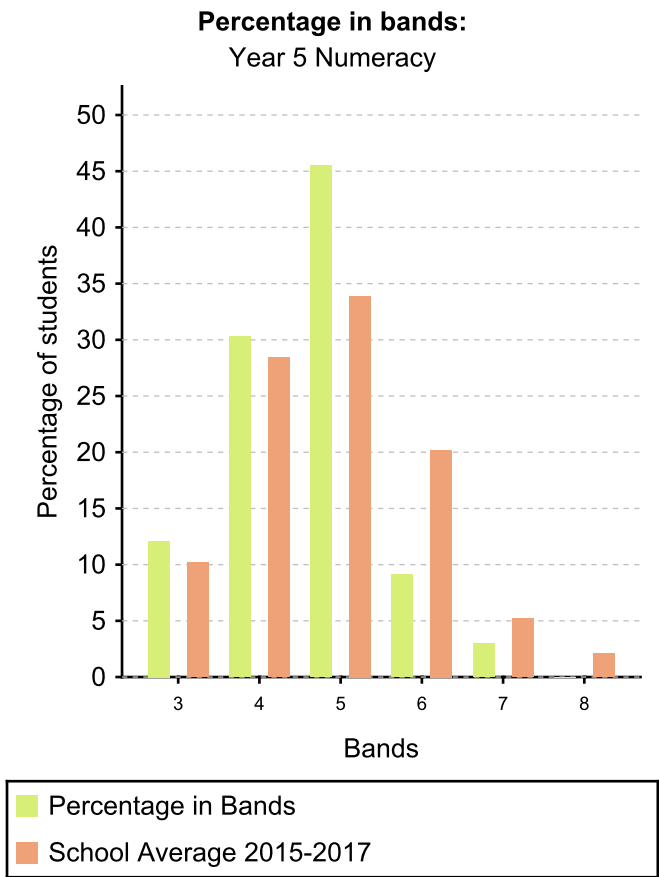
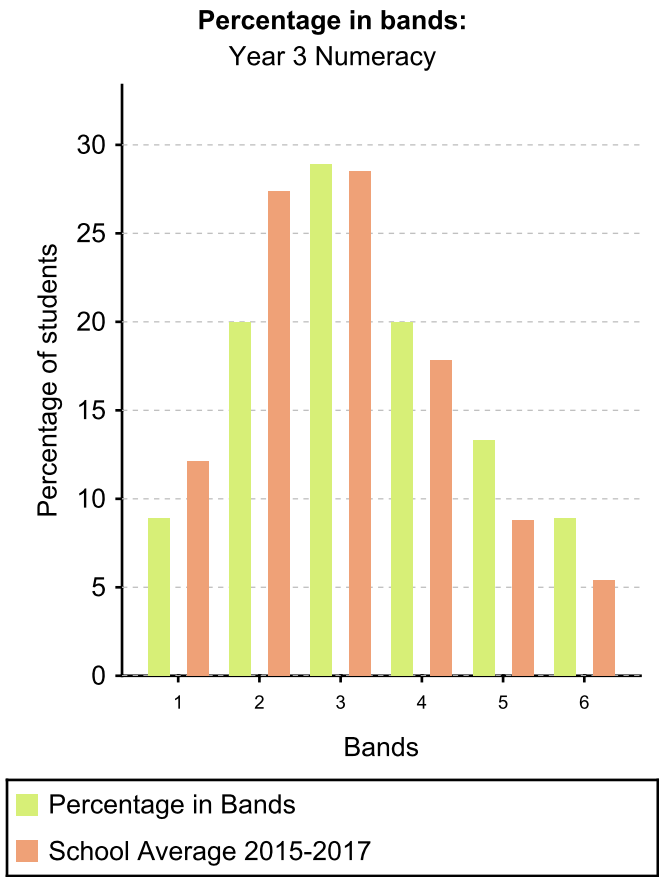


Percentage in Bands
School Average 2015-2017

Students in Year Three and Year Five showed some positive trends in numeracy with an increase in the number of students achieving in the top two bands and a decreased number of students in the bottom two performance bands.

Athelstane students average growth in **Numeracy** was **104.2** compared to **97.9** for DoE schools and **96.8**

Parent/caregiver, student, teacher satisfaction



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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

In 2017 students, teachers and parents were invited to participate in the Tell Them From survey at various times throughout the year.

The Tell Them From Me Survey was completed by students across Years Four, Five and Six. The survey demonstrated that students at Athelstane Public School had a high sense of belonging and significant rates of involvement in school sports and extra curricula activities.

Data collected through the survey indicated that the number of students subjected to physical, social or verbal bullying, or are bullied over the internet was **lower** than the NSW norms. Despite this statistic, a school wide Digital Citizenship program which investigated appropriate online behaviour and strategies for dealing unwanted material of comments was implemented.

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

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

In teaching strategies, staff highlighted the capacity to link learning with previous mastered skills and knowledge and use of a range of teaching strategies as areas of strength.

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

The responses received for 2017 from staff members indicated Athelstane Public School scores exceeded the NSW CESE norms around the Eight Drivers of Student Learning and the Four Dimensions of Classroom and School Practices. An area of development which was identified was the students use of technology to track their learning.

The Parents as Partners in Learning Survey was completed by parents during Term 3 in 2017 and their responses indicated that Athelstane Public School demonstrated strengths, exceeding NSW government norms, in all areas surveyed. This was particularly evident in parents responses to Feeling Welcome at school, Inclusive School, Parents are informed and Parent Support Learning at Home. The responses reflected that the school had high expectations of its students and students were encouraged to do their best. 100% of parents agreed or strongly agreed that they were please that their child attended Athelstane

Public School and that parent spoke highly of the school and the programs it offers to the wider community.



Policy requirements

Aboriginal education

Athelstane Public School continued to recognise and celebrate Aboriginal culture in 2017. All classes continued to embed cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures into their teaching. The regular singing of the National Anthem, Advance Australia Fair, in Koori and Acknowledgement of Country continue to be a feature of all whole school events. All Aboriginal students are supported in their learning through the development and ongoing monitoring of Personalised Learning Plans.

In recognition and celebration of National Reconciliation Week, students across the school participated in a wide range of learning and cultural activities which culminated in a whole school art work display.

All staff explored the ACARA conceptual framework based on Aboriginal and Torres Strait Islander's unique sense of identity through the interconnected aspects of Country and Place and People and Culture.

Multicultural and anti-racism education

Athelstane Public School has a 87% of the student population from a language and cultural background other than English. The school promotes an inclusive environment for students, staff and community. Multicultural perspectives, cultural awareness and harmony are promoted through various units across the various curriculum areas.

Multicultural perspectives are also supported with a whole school Community Languages (Arabic) 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 held a number of events which recognised and celebrated multiculturalism during 2017. These included Easter Fair, Eid Celebration, Harmony Day,

Reconciliation Week and Mongolian Children's Day. All of these events consolidated the messages of anti-racism and the 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. Reading, writing 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 support multicultural education initiatives and practices.

Other school programs

Early Action For Success

2017 saw Athelstane Public School commence the Early Action For Success Program. Early Action for Success (EAFS) is the NSW Department of Education's implementation of the NSW Literacy and Numeracy Strategy 2017–2020. It aims to improve students' performance through targeted support for primary schools in the lowest quartile of NAPLAN performance in Literacy and Numeracy with a focus on early identification of K–3 Students who are at risk, differentiated practice, targeted intervention and ongoing monitoring of student progress across Literacy and Numeracy continuums and learning progressions. An instructional leader has been appointed to work with the leadership team and staff to collaboratively build students and teacher capacity in both literacy and numeracy. The introduction of this initiative has already seen tremendous impact of student outcomes and teaching practices.

Room 13 – Artist In Residence Program

The Room 13 Program is a model of creative, social enterprise which explores artistic development, leadership and governance by students; working alongside a professional artist –in-residence, teachers and community. The project was the first of its kind established in Australia and has enabled Athelstane Public School to join a significant global arts network. Room 13 provides a creative hub to explore performance, visual and digital arts fuelled by student's curiosity, opinions and experiences.

Our Artist in Residence, Howard Matthew, continued to work alongside all classes K–6 inspiring students to explore artistic concepts, and array of techniques and a wide variety of materials. A number of amazing works were completed over the duration of the year with some receiving special recognition, being selected to appear in BIG Kids magazine a part of an exploration of *Our Australian Family Routes* and as stand alone exhibits for our school Art Show.

The Room 13 lunchtime group worked enthusiastically

on a number of group and individual projects using a variety of mediums. For the third straight year this group won the Youth Prize in the Rockdale Outdoor Gallery Art Prize (ROGAP). The sculpture, The Boat People, created by our Room 13 lunchtime group, was conceptualised around the Vietnamese boat people was a stunning creation of timber and Perspex.

The Room 13 program also engaged and worked alongside staff from the Sydney Opera House on a joint children's art initiative.

Sport

The school's sporting programs provide a wide range of experiences and opportunities for our students. The aim of these programs is to encourage participation, skill development and contribute to the health and wellbeing of all students in our school. We strongly advocate the participation in , not only for the physical benefits, but the positive impact on the mental and emotional wellbeing of the whole school community. Athelstane Public School provides a number of programs which support students at all stages of development and skill level through school based, intensive programs and inter-school competition. The school participated in the Premier's Sporting Challenge

Athelstane Public School's representative PSSA teams were extremely success in 2017 capturing Botany Bay Zone Titles in several Summer and Winter sports and being awarded the Champion Football School for 2017. Premierships were secured in Division 1 Senior Boys Football, Division 1 Junior Boys Football, Junior Oz Tag and Division 2 Senior Cricket. Teams also made semi finals in junior and senior girls football and Netball. Qualification and participation rates in zone carnivals, swimming, cross country and athletics reach its highest level.

A regular learn to swim program was also initiated as part of Friday sport for students in 3–6 and was well received. Students made significant progress in swimming ability and water safety knowledge. Following the degree of success with this initiative, it is expected that this program will continue to operate in 2018.

Clubs

2017 saw the introduction of a Clubs Program. This program offered students the opportunity to experience and develop skills in a wide range of activities including Action News Team, Chess, Computer Coding and Robotics, Dance, Gardening and Theatrical Performance, in a supportive and collaborative environment. All clubs were conducted by members of the Athelstane teaching staff with expertise in the field of endeavour. Students had the opportunity to experience several different clubs over the duration of the year. There were many amazing outcomes from these opportunities including the regular Action NEWS broadcasts which kept everyone update with the

happenings at Athelstane.

ABCN 1:2:1

The 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 greater positive impact in the community. In 2017 the corporate company Tata Consulting engaged our students in a mathematics mentoring program called 1:2:1.

1:2:1 is a numeracy and counting program designed to develop and build student's basic mathematic skills. There is also the opportunity for students to socialise with their numeracy mentor who act as positive adult role models for the students. Over a ten week period students from Year 2 worked alongside mentors who volunteered their time and come and deliver the 1:2:1 program.

The students enjoyed the intensive individualised instruction and developed strong foundational mathematics skills.