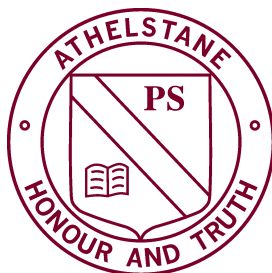


# Athelstane Public School

## Annual Report



2018



3453

## Introduction

The Annual Report for 2018 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

Athelstane Public School

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## Message from the Principal

In 2018 Athelstane Public School continued its long held tradition of delivering a quality education for all students in an inclusive setting. Our school environment is one of safety, harmony and respect and is focused on standards of excellence and continued school improvement .

Every student at Athelstane Public School is valued as an individual with unique learning styles, interests and needs. We recognise that each child is different and celebrate the diversity within our school by providing an inclusive and supportive environment for all which is positively support by the wider school community. High expectations for students behaviour and engagement ensure a focus on student learning outcomes.

Athelstane Public School welcomes parents and the wider community as partners in the education of their children, working collaboratively to ensure the best possible outcomes for every student.

In 2018 Athelstane Public School's reputation as school of excellence continued to grow through the successful implementation of a number of outstanding programs, partnerships and opportunities focused on improving student outcomes across all fields of endeavour, academic, creative, sporting and social.

The school's Creative and Performing Arts programs took centre stage, highlighted by an amazing production of the musical comedy, "Ali Baba and The Bongo Bandits." This large scale production showcased the talents of every student from Kindergarten to Year Six and was a resounding success. The outstanding success of this musical was a true testament to the combined efforts of staff, students and parents.

The continued implementation of the New South Wales Department of Education's Early Action For Success initiative provided very significant student growth through the successful provision of differentiated learning experiences and targeted intervention for students in literacy and numeracy. We look forward to showcasing the wonderful outcomes that this initiative is providing our students.

This year saw Athelstane Public School launch several new initiatives including PATCH (Parents As Teacher Classroom Helpers) Program and establishing the Early Years Learning Forum with a community of local preschool and day care settings. These initiatives not only assisted us to strengthen the partnerships between the school and our families but also ensured a comprehensive understanding of school strategies and further enhanced our successful transition to school programs.

Athelstane Public School's strong tradition of sporting excellence also continued in 2018 with individual students and our representative sporting teams achieving impressive results in the PSSA competitions. Our summer and winter teams proved to be highly successful teams demonstrating, skill, strategy and sportsmanship, to claim several Botany Bay Zone PSSA Champion titles. In addition to this impressive achievement, a number of individual students were recognised for their sporting talents and gained selection to Zone and Regional level teams in a variety of sports.

I would like to acknowledge the outstanding efforts of our dedicated 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.

Whilst 2018 was a year of great success and growth across all endeavours, we look forward to 2019 with anticipation to continue the delivery of a high quality education for all.

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.

## 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 340 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 an ongoing commitment to 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 proving 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 a rigorous self-assessment process directed by Version 2 of the School Excellence Framework. This 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. It is worthy to note this self assessment was conducted against version 2 of School Excellence Framework which has different deliverables to the previous version.

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

The evidence presented demonstrates that at Athelstane Public School we have a commitment within the school community that all students make learning progress and there is a strong partnership with parents which supports clear

improvement aims and planning learning. The teaching and learning is characterised by well developed, evidence based differentiated programs and assessments which monitor individual student learning needs. The environment of the school is effective for learning and provides a framework for high expectations within which all students effectively develop their knowledge, understanding and skills on a journey of continuous improvement.

The results of this process indicated in the domain of **Teaching** the school rated as Sustaining and Growing across the elements of Effective Classroom Practice, Data Skills and Use and Learning and Development and Delivering for Professional Standards.

The evidence presented demonstrates that at Athelstane Public School we have teachers collaborating across stage and grade teams to share curriculum knowledge, data, feedback and other information about student progress and achievement. This informs evidence-based programs and lessons, which meet the learning needs of all students. Our staff are skilled at explicit teaching techniques and assessing to identify students' learning needs. They provide explicit, specific and timely feedback related to defined success criteria. The school's structure and organisation ensures that all teachers are supported and mentored to improve professional knowledge and practice.

The results of this process indicated in the domain of **Leading** the school rated as Sustaining and Growing across the elements of School Resources and Delivering for Educational Leadership, School Planning , implementation and reporting and Management Practices and Process.

The evidence presented demonstrates that at Athelstane Public School we have a leadership team that ensures the implementation of syllabuses and associated assessments and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement. Parents and the community are engaged in a range of school –related activities which help build a cohesive educational community.

Our rigorous self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of a quality education to all of 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 and Learning

#### Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices delivered through a differentiated curriculum that meets the learning needs of students, staff and community.

#### Overall summary of progress

A co-ordinated whole school approach to ensure the delivery of quality literacy and numeracy programs continued to be a focus in 2018.

#### Literacy

K–2 teachers engaged in L3 (Language, Learning and Literacy) professional learning. This professional learning was led by the instructional leader across a community of schools. (Athelstane PS, Bexley PS, Punchbowl PS and Regents Park PS). Teachers reflected upon contemporary research and ongoing data analysis to deliver differentiated teaching and learning with regular review of student data. This is now evident in our school's quality teaching practices, programming and utilisation of the National Learning Progressions.

K–6 teachers were introduced to the National Learning Progressions and commenced 5 week data analysis and stage reflection in Writing (Creating text) to support differentiation of student learning goals. The consistent use of writing samples every 5 weeks have informed stage teams of expectations in writing with consistent teacher judgment across each grade. Stage teams are now utilising the National Learning Progressions as an ongoing teaching tool to inform student progress and support differentiated instruction in writing.

#### Numeracy

In 2018, the school executive led ongoing whole school and stage team professional learning (K–6) to develop a quality mathematics block through collaborative planning and ongoing analysis of student performance data. Professional Learning sessions incorporated research evidence of best practice to inform teachers of the essential elements of a quality numeracy lesson. This has resulted in the commencement of teachers co-planning weekly teaching cycles in the three strands with a strong focus on Working Mathematically during lessons. This has led to greater student engagement and growth towards a positive mindset of our students working mathematically in their classroom.

K–6 teachers were introduced to the National Learning Progressions and commenced 5 week data analysis and stage reflection in Numeracy (Quantifying Number) to support differentiation of student learning goals. The consistent use of numeracy assessments every 5 weeks have informed stage teams of expectations in producing number facts with consistent teacher judgment across each grade. Stage teams are now utilising the National Learning Progressions as an ongoing teaching tool to inform student progress and support differentiated instruction in numeracy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Strong student growth in Literacy is evident in school based and external data measures.		Established consistency for the collection and analysis of whole school based grade monitoring benchmarks as mapped against the English syllabus and the National Learning Progressions.  Established baseline data for comparison of student learning across all stage teams.  Evaluated current pedagogical process, programs and assessment practices based on student learning outcomes.  Refine current teaching and learning practices to further address student needs.
Strong student growth in		Established consistency for the collection and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Numeracy is evident in school based and external data measures.		<p>analysis of whole school based grade monitoring benchmarks as mapped against the Mathematics syllabus and the National Learning Progressions.</p> <p>Established baseline data for comparison of student learning across all stage teams.</p> <p>Evaluated current pedagogical process, programs and assessment practices based on student learning outcomes.</p> <p>Refine current teaching and learning practices to further address student needs.</p>
School EAL/D practices and pedagogy mapped at Sustaining and Growing against School Excellence Framework.		<p>Collation of base line data around current EAL/D practices at Athelstane Public School.</p> <p>Plotting the school on the EAL/D framework.</p> <p>Refinement of school enrolment and EAL/D student data collection processes.</p>

## Next Steps

In 2019 Athelstane Public School will have an ongoing commitment to the use of the National Literacy and Numeracy Progressions to inform differentiated student learning and assessment. This will be supported by refinements to the current school based English and Mathematics Scope and Sequences for learning and embedding reflective processes into whole school routines. These reflective processes will occur through regular stage based and whole school reviews focused on data and targeted intervention. The refinement of grade benchmarks based around the National Progressions will also be undertaken.



## Strategic Direction 2

### Building a Sustainable Learning Culture

#### Purpose

To create an effective and sustainable culture of learning through collaboration, reflection and feedback to support evidence based teaching strategies which optimise the learning of all students.

#### Overall summary of progress

##### Overall Summary of Progress

Over the course of 2018, feedback, professional learning conversations and the active engagement of students as successful learners have been priorities across the school. While we have achieved many of our milestones, there are still target areas that need to be further addressed.

In the area of 'Athelstane Achievers', we have made some strides towards changing the way students view themselves as learners within the classroom. Through the use of Learning Intentions and Success Criteria, used both in lessons and across assessment tasks, students have been provided with the opportunity to develop their skills as a learner and gain greater independence within the classroom setting.

Even though as a staff we have established the importance of feedback within the classroom it is still an area for further development. Our baseline data shows that lower levels of feedback, like praise and task, are still being used quite frequently. It is important for teachers to make a commitment to also using process level feedback and encourage students to engage in self-regulation.

Our focus on the area of mentoring has led to significant changes in the way the Executive Team engage with staff to provide explicit, useful feedback around teaching practice. The frameworks that have been embedded into our school systems and used at an executive level now need to be shared with all teaching staff to ensure that all colleagues can provide explicit feedback to one another.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students demonstrating the characteristics of a successful learner, active engagement and the ability to identify and articulate personal learning goals.		<p>Established programming expectations across the school to ensure that Learning Intentions and Success Criteria are being explicitly planned for in Literacy and Numeracy.</p> <p>Implemented individual learning goals for all students in conjunction with classroom teachers and specialist support teachers. Initial Term 1 learning goals were shared with parents as three-way interviews.</p> <p>Collected baseline data from Stage 3 to determine students' understanding of the characteristics that successful learners possess.</p>
Staff provide explicit formative feedback related to success criteria to support improved student learning.		<p>Completed professional learning run by Corwin around the different levels of feedback and the rationale behind why feedback is such an integral part of classroom practice. Staff were provided with visual displays to refer to in their classrooms ensure that they were providing effective feedback.</p> <p>Executive Team conducted Feedback Observations to collect baseline data documenting how feedback was currently being used in classrooms across the school.</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff provide explicit formative feedback related to success criteria to support improved student learning.		Each Stage Team established one commitment to action around the area of Feedback. Eg. exit slips, self-assessment and peer feedback.
School systems which facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.		<p>The Instructional Leader commenced mentoring sessions with new scheme teachers to undertake accreditation at the proficient teacher level.</p> <p>Ongoing teacher accreditation meetings to support the collection of evidence and annotations.</p> <p>Introduction of the co-teaching cycle with the K-2 Team.</p> <p>Executive Team co-planned whole school professional learner with a focus on Mathematics and the Literacy and Numeracy Progressions.</p> <p>Executive Team introduced to Open to Learning Conversations and began using an evidence informed conversation framework when providing feedback to teams. These conversations were ongoing with the Executive Team co-reflecting and evaluating the effectiveness of their feedback.</p> <p>Executive Team undertook observations of Numeracy lessons to engage in professional learning conversations and provide teaching staff with explicit feedback to further enhance their practice.</p>

## Next Steps

Our next step in the area of 'Athelstane Achievers' is to collect baseline data across the entire school to determine what students currently believe makes a good learner. These findings will be shared with staff to highlight discrepancies between what students are currently saying and what we would like them to say. As a staff we will then co-create an overview of what we believe the characteristics of successful learners are. After establishing a list of successful learner characteristics, we would create definitions showing what each skill would look like in the classroom. We would then assign each class a skill that they would need to create an iMovie for. These could then be introduced, one at a time at various Monday assemblies and be used to inform students of the learning skill that would be awarded the following week.

Our next step in the area of feedback is to revisit our school commitment to effective feedback by collecting more current data and providing staff with updated professional learning. The collection of new baseline data by conducting feedback walkthroughs in all classrooms at the beginning of 2019. Following this, we will conduct professional learning to revise the four levels of feedback and will share current feedback strategies that have proven to be effective in some classrooms. From there, each stage team will need to determine one commitment to action to ensure that feedback is an area of focus within their classroom and then reflect on this at later professional learning session.

Our next step in the area of mentoring is the implementation what we have learnt about Open to Learning Conversations and apply this knowledge to data discussions. We will use Helen Timperley's framework to plan and facilitate stage discussions around current Literacy and Numeracy data. We will need to analyse current to determine areas of student strength and further areas of development.



## Strategic Direction 3

### Effective Community Partnerships

#### Purpose

To increase and develop strong collaborative partnerships between students, staff, parents and the wider community so that students will grow into resilient creative life long learners.

#### Overall summary of progress

Over the course of 2018, partnerships to support transitions at key points of schooling has been a priority. Parents as partners in the classroom has also been a focus along with increasing community involvement.

In the area of Dynamic partnerships to support transitions there has been a push to foster greater relationships between the local pre-schools and Athelstane, through the establishment of the Early Years Forum. Step up and The Middle Schools project has supported the transition to the high schools. Our local infants school Arncliffe West has also been involved in a Transition Program.

In 2018 a program called PATCH was established for parents to attend to learn how to support students in the K–3 classrooms. This resulted in parents being trained and regularly assisting in classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of parents actively engaged in their child's learning from 2017 baseline data.		Parent Caf <sup>e</sup> ; established offering parents a forum to discuss school matters.  Patch (Parents As Teacher Classroom Helpers) program established and run by the Instructional leader to teach parents how to support students learning in the classroom.  Workshops were conducted by specialist teachers, educating parents on learning programs across KLAs.
Increased parent attendance at assemblies, workshops and other school events from 2017 baseline data		Whole school musical performance which were attended and supported by parents and community.  Conducted three way interviews with parents at start of the year to establish communication and relationships.
Further development of productive community partnerships which enhance student learning and wellbeing.		Strengthened connections between local pre-schools through the introduction of an Early Years Forum.  Fostered community connections through ABCN (Australian Business and Community Network) for partnerships and mentors to deliver Spark and 1:2:1 programs.  Established connections between local pre-schools and prospective parents through the delivery of presentations on School Readiness.  Established connection with Kogarah High School to begin the Middle School Project involving Year five students.  Invited local pre-schools to the Easter Hat Parade



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Further development of productive community partnerships which enhance student learning and wellbeing.		and other special events for example The School Musical.

## Next Steps

Engage local media around school promotion

Schedule regular media releases to showcase school events

Strengthen the connection between Arncliffe West and Athelstane through Professional Learning Sessions and network meetings.

Continue parent training program for PATCH

Parent workshops– what would work best for our community

Strengthen links with the Mongolian community.



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	174	184	182	158
Girls	131	140	164	157

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.6	92.4	96	94.4
1	91.2	93.5	93.1	95.5
2	95	94.9	93.5	93.3
3	94.7	94.5	92.4	92.7
4	94.3	95.1	93.5	94.1
5	92	93.3	94.1	92.8
6	94.6	94.5	92.9	94.7
All Years	93.9	94	93.5	93.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Classroom teachers and the school leadership team regularly monitor student attendance throughout the year. Teachers make contact with families either electronically or through written correspondence when there are concerns about student attendance or lateness. The school's Learning Support Team regularly 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 regular 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(1)	19
1(1)	21
1(2)	21
2(2)	19
2(1)	20
3(1)	27
3(2)	28
4(2)	26
4(1)	23
5(1)	27
5_6(1)	29
61	30

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.99
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	6.92
Other Positions	2.4

\*Full Time Equivalent

The Australian Education Regulation 2014 requires the 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 2018 professional learning was undertaken by all staff and was explicitly linked to the school's strategic directions, mandatory professional development requirements of the Department of Education and the individual professional learning plans of the teachers. The professional learning included a whole school focus on the providing effective feedback, the building the capacity of early career teachers and strategic leadership development for current and aspiring school leaders in the area of coaching/mentoring.

All staff completed mandatory training in Emergency Care, Anaphylaxis, Cardio Pulmonary Resuscitation(CPR), Child Protection, Asthma Management and the Department of Education's Code of Conduct.

The regular professional learning workshops undertaken by staff on a weekly basis had a strong numeracy focus. Content included; Elements of a Quality Numeracy Block, Using the Learning Progressions to Program Effectively in Mathematics and Differentiation and Working Mathematically with a focus on Problem Solving, Communicating and

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	743,588
<b>Revenue</b>	4,440,920
Appropriation	4,269,317
Sale of Goods and Services	29,468
Grants and Contributions	136,883
Gain and Loss	0
Other Revenue	0
Investment Income	5,253
<b>Expenses</b>	-4,231,397
Recurrent Expenses	-4,231,397
Employee Related	-3,794,583
Operating Expenses	-436,814
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	209,524
<b>Balance Carried Forward</b>	953,111

The leadership team effectively allocates operational funds and plans processes to address school strategic directions and meets identified improvement priorities.

The school has a finance committee comprising the SAM, Principal and Assistant Principals who consult with staff and the P&C. The P&C makes valuable financial contributions to the school to enable improved programs, learning resources and activities to enhance the learning opportunities for every child. The majority of the funds carried forward will be used to provide additional support to students.



## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,130,813
Base Per Capita	73,225
Base Location	0
Other Base	2,057,588
<b>Equity Total</b>	699,386
Equity Aboriginal	3,067
Equity Socio economic	254,734
Equity Language	234,222
Equity Disability	207,363
<b>Targeted Total</b>	739,991
<b>Other Total</b>	599,695
<b>Grand Total</b>	4,169,885

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 Athelstane Public School completed the paper

version of NAPLAN. It is expected that Athelstane will transition to the online version of NAPLAN in 2020.

In the 2018 NAPLAN assessment, Athelstane Public School students achieved impressive results and performed strongly across all areas being assessed. The achievements levels of our Year Three and Five students was the strongest for the school across the last six years. Our levels of performance surpassed that of statistically similar school groups and exceeded the expected levels of growth between Year Three and Year Five.

Students in Year Three continued to improve on the school's strong levels of performance in recent years across all areas of literacy (Reading, Writing, Spelling and Grammar and Punctuation) with trend data indicating the strongest performance in the past six years. This was particularly evident with the percentage of students who achieved in the top two performance bands significantly improved over previous years, whilst the percentage of students in the lower two bands was reduced.

In Year Five upward trends were also very evident, particularly in Reading and Numeracy where the strongest level of performance was achieved as compared to the previous six years of data.

The average growth of Athelstane Public School students between Years Three and Five across all aspects of literacy was well above that of both Department of Education (DoE) schools and non Department of Education schools. Athelstane's value added data was among the strongest in our education network.

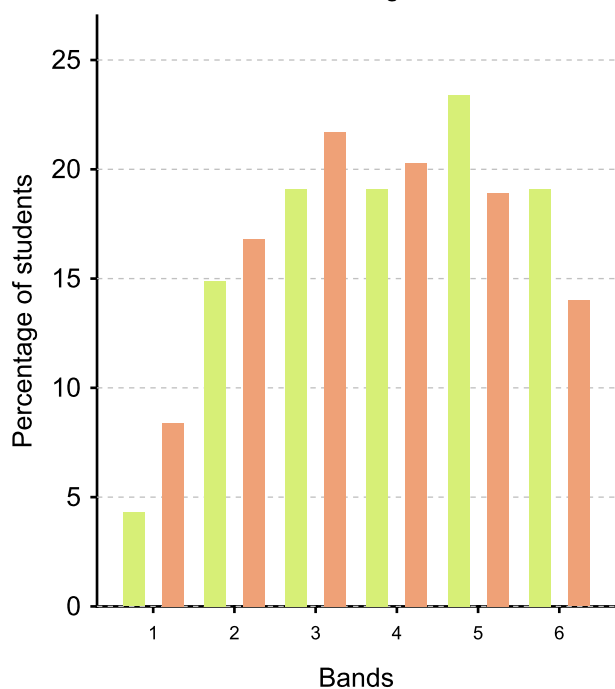
Athelstane Public School students average value added in **Reading** was **102.4** compared to 82.7 for DOE schools and 84.0 for Statically Similar School Groups.

Athelstane Public School students average value added in **Writing** was **75.4** compared to 47.6 for DOE schools and 40.9 for Statically Similar School Groups.

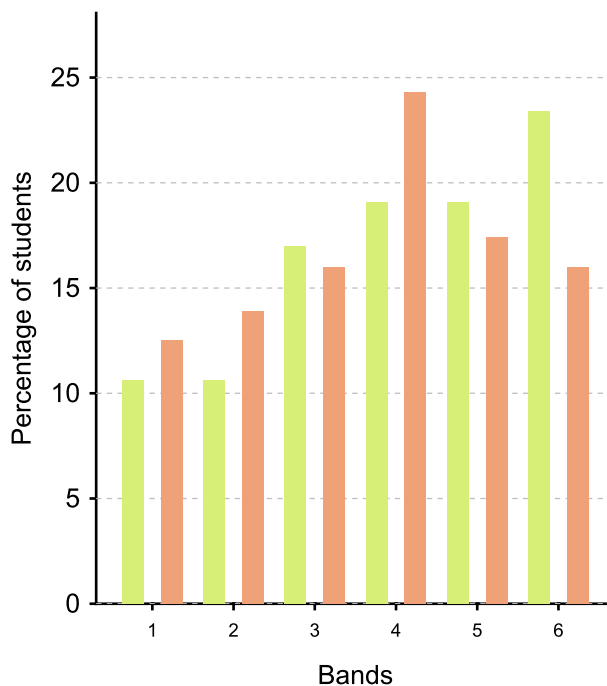
Athelstane Public School students average value added in **Spelling** was **103.3** compared to 79.7 for DOE schools and 83.8 for Statically Similar School Groups.

Athelstane Public School students average value added in **Grammar and Punctuation** was **99.6** compared to 68.3 for DOE schools and 69.4 for Statically Similar School Groups.

**Percentage in bands:**  
Year 3 Reading



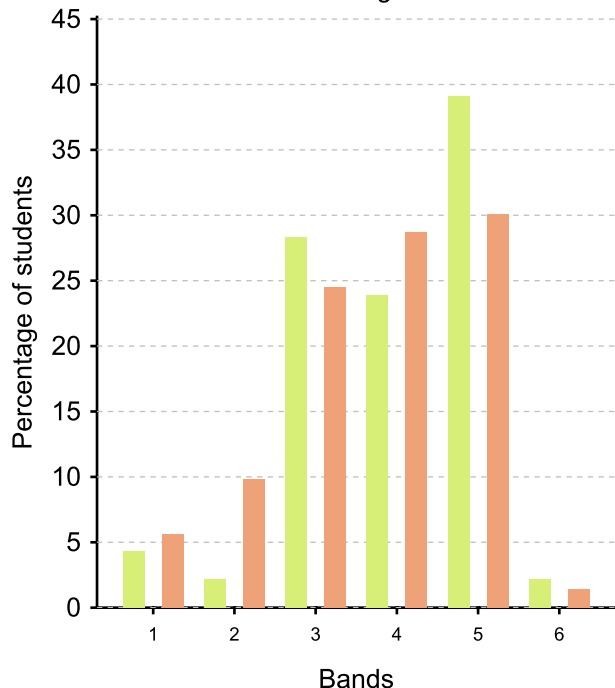
**Percentage in bands:**  
Year 3 Grammar & Punctuation



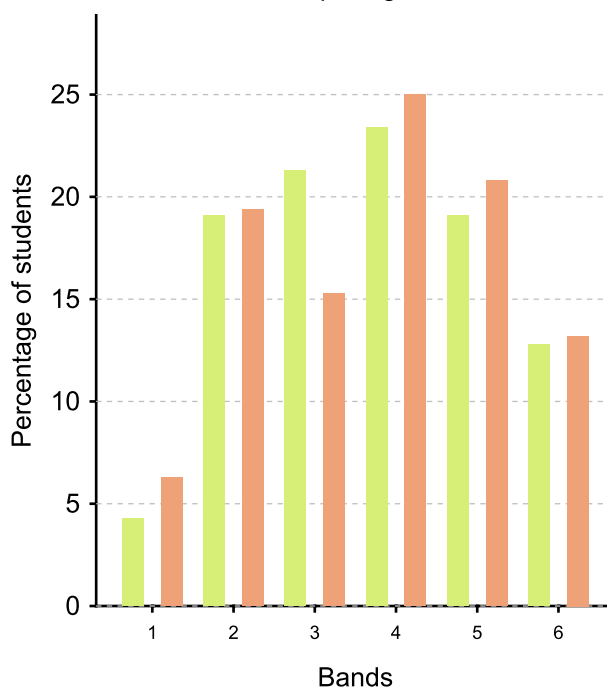
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing



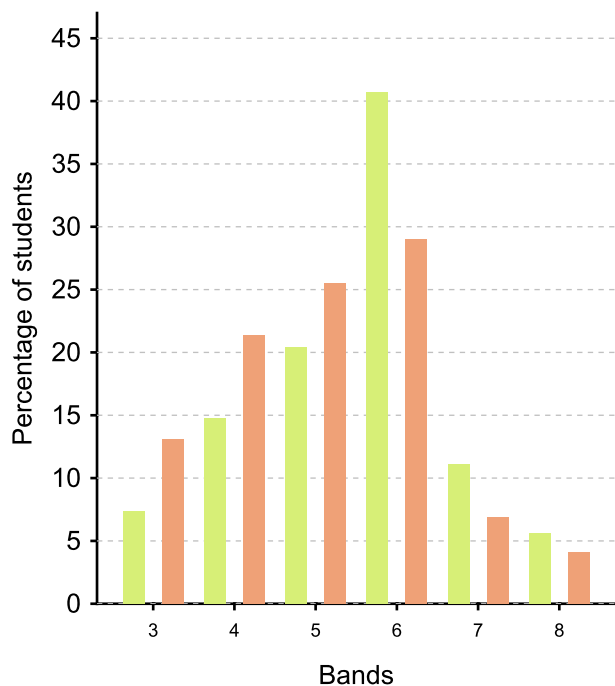
**Percentage in bands:**  
Year 3 Spelling



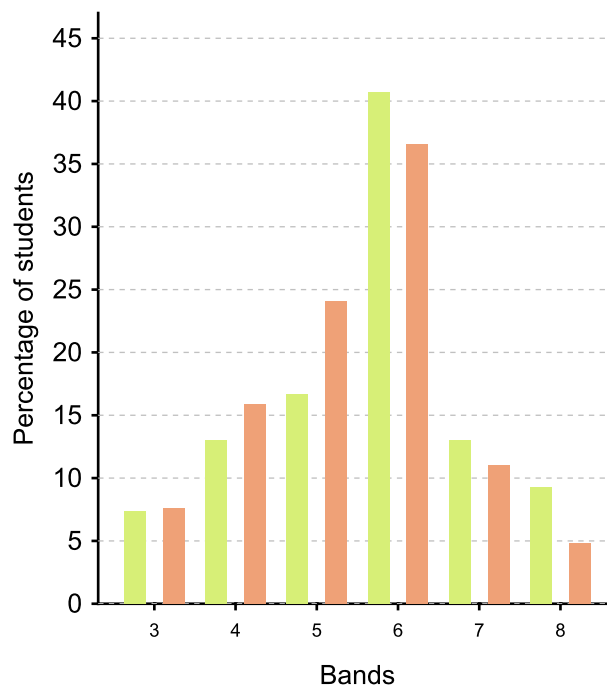
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

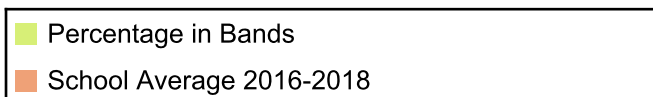
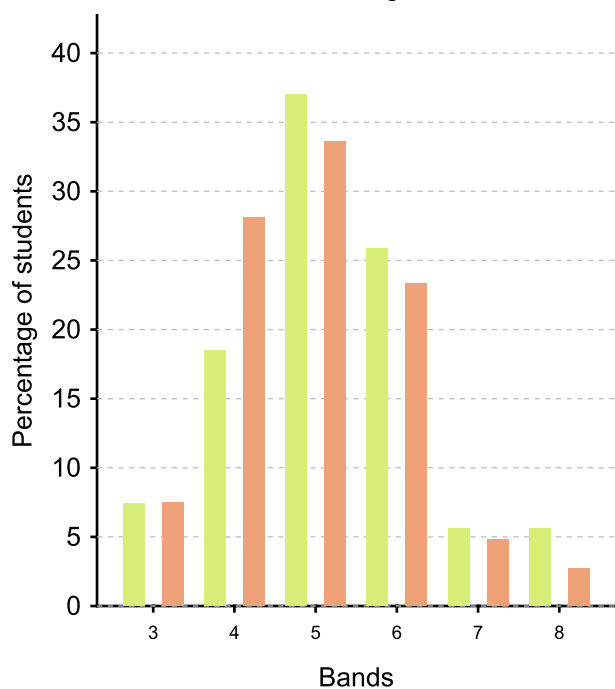
**Percentage in bands:**  
Year 5 Grammar & Punctuation



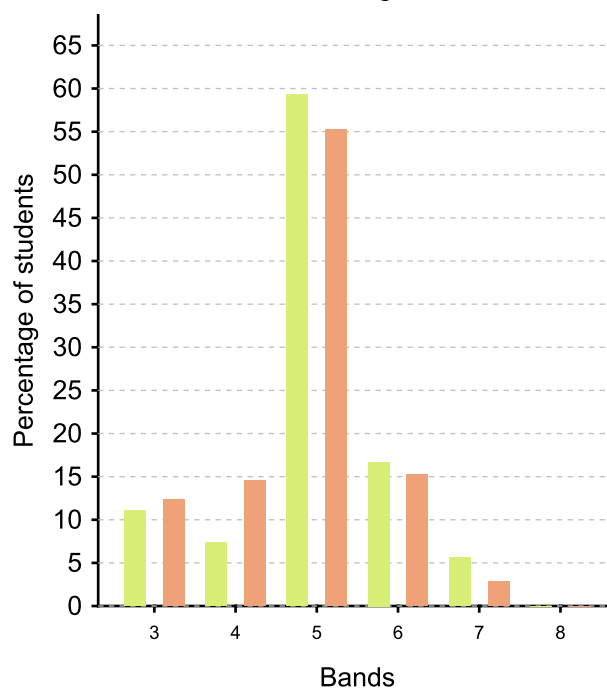
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

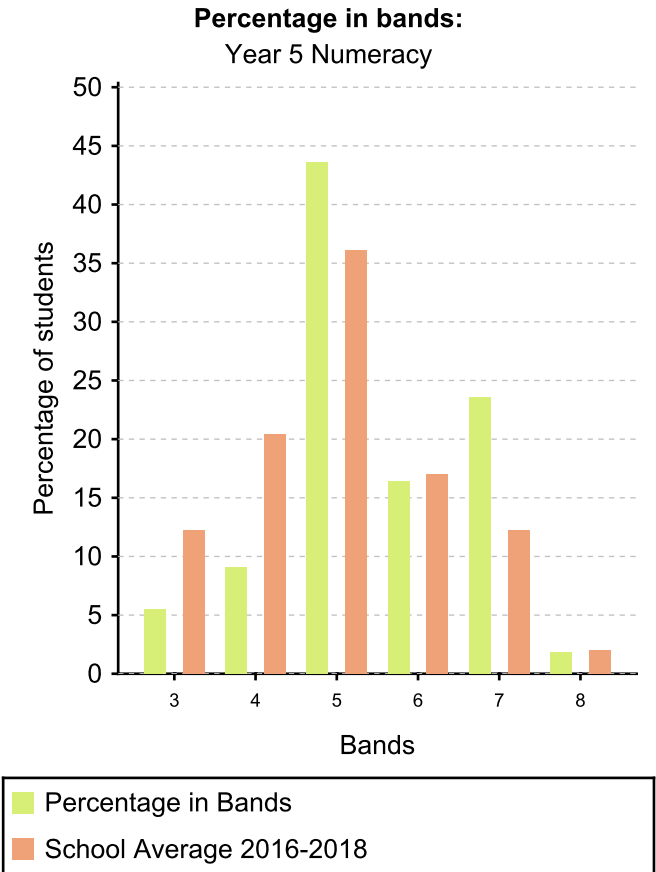
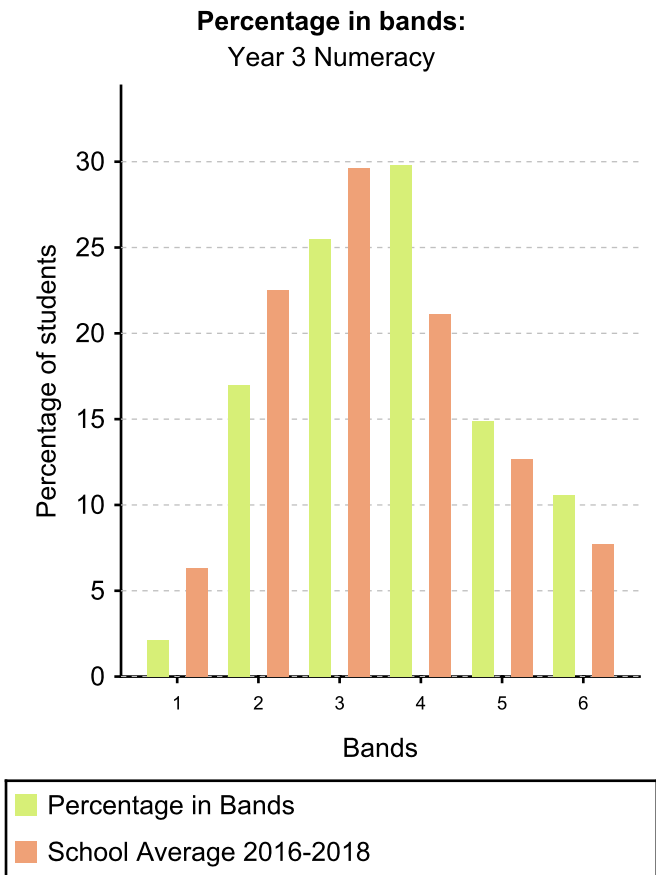


Students in Year Three and Five continued to improve on the school's strong levels of performance in numeracy with trend data indicating the strongest performance in the past six years. This was strongly reflected with the percentage of students who achieved in the top two performance bands significantly improved over previous years, whilst the percentage of students in the lower two bands was greatly reduced.

The average growth of Athelstane Public School students between Years Three and Five across all aspects of literacy was well above that of both Department of Education (DoE) schools and non Department of Education schools. Athelstane's value added data was among the strongest in the education network.

Athelstane Public School students average value added in **Numeracy** was **122.4** compared to 93.1 for DOE schools and 93.2 for Statically Similar School Groups.

Athelstane's value added data in numeracy was also was among the strongest in our education network.



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.

Athelstane Public School is well on track to achieve the Premier's Priorities of improving educational results. The NSW Premier set a target for all schools to increase the proportion of students achieving in the top two bands by 8% by 2019. This will help ensure all schools are successfully helping more students to achieve their potential. In 2018 Athelstane increased the percentage of students achieving the top two bands in all areas assessed by NAPLAN. Several areas are already well in advance of the 8% increase target set by the Premier.



## Parent/caregiver, student, teacher satisfaction

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

In 2018 students, parents and teachers were invited to participate in the Tell Them From Me survey at various times throughout the year.

The Tell Them From Me Survey was completed by students across Years Four, Five and Six. The results from this survey demonstrated that students at Athelstane Public School felt a strong sense of belonging and had significant rates of involvement in school sports and extra curricula activities. Student responses exceeded state norms in many areas including students with positive behaviour at school, students who are interested, motivated and making efforts to succeed in their learning.

Data collected through the survey indicated that the number of students who are subjected to physical, social or verbal bullying, or are bullied over the internet was **significantly lower** than New South Wales norms. A wonderful reflection of the impact that a school wide Digital Citizenship Program investigating appropriate online behaviour and strategies for dealing with unwanted material or comments is having.

The Focus on Learning Teacher Survey is broken into two sections, the first focusing on the eight drivers of students learning whilst the second part examines the four dimensions of classroom and school practices. Athelstane Public School scored above the NSW mean across all dimensions.

In the section examining the eight drivers of Student Learning the highlighted the strengths of our school were Leadership, Inclusivity, Teaching Strategies and Collaboration.

The inclusive nature of Athelstane Public School was strongly highlighted through staff members establishment of clear expectations for classroom behaviour and their efforts to understand the learning needs of students with special learning needs. The staff members of Athelstane demonstrated strong collaborative behaviours in planning and programming and sharing strategies for increasing student engagement.

In the section examining the four dimensions of classroom and school practices, the responses from staff demonstrated that Athelstane Public School is characterised by well planned differentiated learning activities which set challenging goals and support all students through the use of quality feedback.

The Parents As Partners In Learning Survey was completed by parents of Athelstane students during Term Three in 2018. In 2018, the highest level of parent participation in this survey was achieved with more than triple the previous number of responses received. The feedback was very positive and when compared to state wide data, indicated that Athelstane Public School

is exceeding the NSW government norms in all areas surveyed. The responses from parents indicated that Athelstane is a safe and inclusive school where parents are well informed and feel welcomed as partners in the learning of their children. The parent responses reflected that the school had high expectations of its students and students were encouraged to do their best. Parents overwhelmingly agreed or strongly agreed that they speak highly of the school and the programs in the wider community and were pleased that their child attends Athelstane Public School.



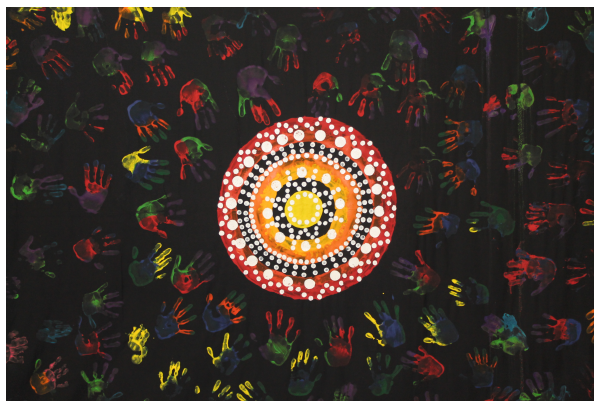
## Policy requirements

### Aboriginal education

Athelstane Public School continued to recognise and celebrate Aboriginal culture across the school in 2018. All classes continued to embed cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures into the teaching. The regular signing of the National Anthem, Advance Australia Fair, in Koori and Acknowledgement of Country continue to be a feature of whole school events. All Aboriginal students were supported in their learning through the development, implementation and ongoing monitoring of Personalised Learning Plans.

In recognising and celebrating National Reconciliation Week, staff and students participated in a range of learning and cultural activities which culminated in a whole school art work which is proudly displayed in the school hall.

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 90% of the student population from and language and cultural background other than English and 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 and school events.

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 conducted a number of events which recognised and celebrated multiculturalism during 2018. 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 supports multicultural education initiatives and practices.

## Other school programs

### Whole School Musical – Ali Baba and the Bongo Bandits

Athelstane Public School's whole school musical for 2018 went to new heights with the staging of 'Ali Baba and the Bongo Bandits'. This big scale production was a resounding success and a testament to the combined efforts of the staff, students and parents.

Ali Baba and the Bongo Bandits was a magical musical comedy set in the ancient city of Old Baghdad. It took the audience on a thrilling carpet ride and Arabian adventure with Ali Baba and his crazy camel as he raced across the dusty desert dunes to face forty filthy thieves, rescue a runaway princess, fly a magic carpet and release a genie from a bottle of ketchup all in an effort to save the poor Sultan Pepper from the evil actions of the Grand Vizier.

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 as much as the students enjoyed performing.

## Early Action For Success

2018 saw Athelstane Public School enter the second year of the Early Action for Success (EaFS) program. Early Action for Success is part the NSW Department of Education's support for school's to successfully implement the NSW Literacy and Numeracy Strategy 2017–2020. This program improves students' performance through targeted support in K–3. The impact of the early identification of students who are at risk, differentiated classroom practice and systematic monitoring of students progress in literacy and numeracy has seen tremendous impact on student outcomes and teaching practices. This program is directed by a Deputy Principal Instructional Leader who works shoulder to shoulder with classroom teachers and the school leadership team to build capacity in both literacy and numeracy pedagogical practice.

## Room 13 – Artist In Residence Program

The Room 13 – Artist in Residence Program is a model of creative and social enterprise which explores artistic development, leadership and governance by students; working alongside a professional artist in residence, teaching staff and community. This 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.

In 2018 our artist in residence, Howard Matthew, continued to work alongside all classes K–6, inspiring students to explore an array of artistic concepts and techniques through a wide variety of materials. Howard was also invited to deliver an address at the prestigious Symposium on Art Education organised by Kaldor Projects. Howard's address on having artists in school and the benefits and challenges for teachers, students and artists was very well received and he has had a significant amount of follow up requesting additional information.

A number of amazing works were accomplished over the duration of the year with some pieces receiving special recognition by being selected to be featured in a publication for Unicef's Rights of Child Handbook to the United Nations and others displayed in the Tate Modern Gallery in London as part of the Tate Exchange: Room 13 2018 exhibition in June. An outstanding level of recognition for the quality of pieces being developed through this initiative. Our Room 13 lunchtime group also worked enthusiastically on a number of group and individual projects creating pieces of work using a variety of materials and forms. 2018 also the creation of a Room 13 book which chronicles the evolution of the Room 13 at Athelstane from its inception in 2014.

## Sport

The school's sporting programs provide a wide range of

experiences and opportunities for all the students at Athelstane Public School. The aim of all 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 physical activity, not only for the physical benefits, but also for the positive impact on mental and emotional wellbeing of the whole school community.

Athelstane Public School provides a number of programs which support students at all stage of development and skill levels through school based, intensive programs and inter-school competition. The whole school also participated in the Premier's Sporting Challenge and was recognised with a Gold Award.

Athelstane Public School's representative PSSA teams were successful in 2018 capturing two Botany Bay Zone Titles in Summer and Winter competitions. Premierships were achieved in Senior Boys Division 1 Football and Senior Girls Softball. A number of our other teams also made semi finals in their respective competitions. Qualification levels and participation rates in Botany Bay Zone carnivals for swimming, cross country and athletics set a new benchmark.

Students had the opportunity to participate in a specialist gymnastics program. This program developed student's fundamental movement skills , strength and flexibility. The success of this program and the fun and excitement experienced by all students will ensure it will be conducted again in 2019.

A regular learn to swim program was also conducted in conjunction with Friday sport for students in Year 3–6. Our students made significant progress in improving their swimming ability and water safety knowledge.

#### Partnerships with the Business Community

Athelstane Public School has established a tradition of forming valuable partnerships with a variety of organisations to support the improvement of student learning outcomes. In 2018 this continued with valuable partnerships formed through Australian Business and Community Network (ABCN) which targets big business who have a vision to inspire, challenge and engage with the wider community through projects which have a positive impact. In 2018 Athelstane engaged in two mentoring programs; 1:2:1 a mathematics program and with Tata Consultancy Service and SPARK a reading based program with TAL Insurance Company.

1:2:1 is a numeracy and counting program designed to build and develop fundamental mathematical concepts. The program also offers an opportunity for students to socialise with their numeracy mentor who acts as a positive adult role and promote a positive attitude towards this area of study. Over a ten week period students worked alongside mentors who volunteered their time and deliver the program.

SPARK is a one-on-one, reading and literacy program for children who require assistance in developing their reading and comprehension skills. It provides an

opportunity for sustained conversations, encourages the student personally and has a powerful impact on the student's enjoyment of reading, building confidence and self-esteem. Students are matched with two mentors who alternate their visits to the school for the weekly one-on-one sessions.

Both of these program provided intensive individualised instruction and developed important skills with the students who had the opportunity to participate. All of the students involved reported how much they enjoyed the experiences and were disappointed that the programs had to end.