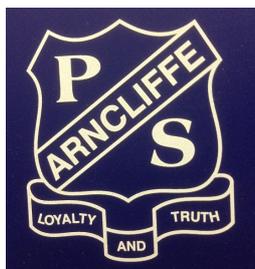


Arncliffe Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Arncliffe 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.

Pamela Ladd Principal

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Message from the Principal

I am proud of the academic achievement of all our students and the ongoing success of the programs and strategies being implemented by the school to create and ensure high quality teaching and learning experiences K–6.

Our school's success is underpinned by our strong emphasis on our Values and the celebration of our cultural diversity, inclusivity, harmony and respect as demonstrated by our strong partnerships with our students, parents and the wider community.

Arncliffe Public school has a highly dedicated and experienced staff who collaboratively plan and teach together to provide a safe and secure learning environment, where all students are nurtured and encouraged to achieve their personal best in all they do. Our students are motivated and engaged in an interactive, dynamic curriculum.

The CLOTE and LOTE languages programs that operate in our school ensure that every child has access to learning a Community or Languages other than English. Both language programs are strong in content and cultural experiences. The highlight for 2018 was the immensely successful "Multicultural Lunch."

We have a specialist Performing Arts teacher who ensures that the students have the opportunity for self-expression in dramatic performances, improvisation, movement, dance and music. The success of this program was reflected in our school's success in the Wakakirri competition, which saw our troupe reach the Grand Final.

The Music programs continue to grow with 3 choirs, Training and Concert Band, String Ensembles, Recorder and Junior Music Percussion groups. A special acknowledgement to Mr Kurt Olofsson who had dedicated his time, creativity and expertise to the Music program with the year culminating in the biannual "Let's Get Loud" performances. We wish Mr Olofsson the very best at his new school and thank him for all he had done at APS. The Arabic Drumming group continues to be very popular across the school.

Sporting teams enjoyed participating in the Botany Bay PSSA competition. The Junior Girls Netball team are the 2018 Premiers. In soccer the Senior Girls prevailed as Premiers for 2018 while the Senior Boys share the Premiership title. Individual students competed at Zone Swimming, Cross Country and Athletics carnivals. One student represented the State in Netball, which is an immense achievement.

S.T.E.A.M has expanded across the school with the introduction of a program operated by Young Engineers for Stage 3 and an afternoon program for Stage 2 students. In 2019 Young Engineers will run programs in Terms 2 for Stages 3 and Term 3 for Stage 2.. An inaugural S.T.E.A.M Fun Day was introduced with great success, as was the K–2 Ozibots Coding Program, delivered over 8 weeks to each class by a specialist teacher. The Code Club continues to be well supported.

Arncliffe Public School enjoys enormous support from our parent community, the P&C, School Council and local community. Our school's reputation is held in high esteem. Our annual self-assessment involving students, staff and

parents identified significant achievements for our school which are reported on throughout this report.

I certify that the information provided in this report is the result of a rigorous school self–assessment and review process undertaken by the staff, parents and students and provides a balanced and genuine account of the school's achievements and areas for development.

Pamela Ladd Principal

Message from the school community

The Arncliffe Public School Parents & Citizens Association has a number of functions. It auspices the delivery of the fantastic band and art programs currently in operation at our school, which are both led by separate sub–committees of the P&C. The Association also delivers a number of fun events which the school community greatly enjoys, with the side–benefit of raising all–important funds for our school. P&C meetings are also an opportunity for parents and family members to engage more closely with the school, and to hear first–hand of developments in our curriculum and program delivery. And finally, as noted previously the P&C is focussed on fundraising.

In 2018, in response to changing demographics in the Arncliffe community, in particular an increase in families where both parents work during the day, the P&C transitioned from daytime to early evening meetings. Whilst a straightforward notion on paper, the major challenge for our P&C is ensuring a connection is maintained between the parents who are available during the daytime, who are critical to the delivery of daytime events, and the parents who are available during the evening, who can provide support in the organisation of events and with pursuing other opportunities through program delivery and grant applications. Overall the transition was successful, providing an opportunity for more parents to become actively involved in the P&C, whilst maintaining delivery of daytime events through existing volunteers. More work needs to be done in 2019 to improve communications, but we are certainly off to a good start with our new operating model!

Existing and much–loved APS traditions were continued in 2018 through the P&C, with the Easter raffle complementing the infants' Easter hat parade, Mothers' and Fathers' Day stalls, a bbq and cake stall at the annual Athletics Carnival (thanks to Century 21 for their support on the day!), and Bunnings BBQ and cake stall. These events all brought in funds for the school, but more importantly provided an opportunity for parents to connect through volunteering. This year we explored some additional opportunities, including a Fathers' Day raffle, school backpacks, and parent volunteers at the Athletics Carnival. All were highly successful, in particular supporting teachers at the Athletics Carnival, and the P&C will be keen to make this a tradition going forward.

The most exciting new addition to the calendar in 2018 was the school disco in the last week of Term 3. A special thanks to Katie M for project managing the whole shebang and successful delivery on the night. Everyone who attended agreed it was an amazing event and couldn't wait for the next one! But perhaps every other year.

Early in 2018, the P&C sought feedback from employees across the school as to their 'wishlist' items. One item on the list which was delivered this year was the purchase of a number of Ozobots at the request of Ms Dolinska, in high demand in Stage 1 classrooms and an enjoyable way for students to learn coding. The P&C also shared the cost with the school of new flexible furniture for use across a number of classrooms, which are highly popular with both students and teachers.

Our major fundraising project, however, for 2018 and into 2019 is the upgrade of the school hall, including sanding and polishing the wooden floor, looking into opportunities for improving the sound and lighting systems, and installing curtains. This deliverable has been the driver for fundraising all year, and we hope to deliver an improved hall in 2019.

The P&C also explored opportunities to bring in funds to the school through grant applications, and were delighted to bring in around \$45,000 in the 2018 calendar year, for the art program, a sports program for girls, and most recently for the installation of a new garden area outside the staffroom (to be delivered in 2019).

The sports program for which we won funding from the Australian Sports Foundation, 'Girls Get Going', was premised on the falling numbers of girls willing to engage in PSSA sports. Identified as a particular challenge for girls from some cultural groups represented at our school, the program is a girls–only football program, delivered by female instructors to girls in years 2 and 3, designed to give girls the opportunity to develop physical literacy and instill confidence and a love of sport. As part of the same grant, the P&C also won funds through for other improvements to our sporting program, including new representatives tops, which will benefit male and female students equally.

The Art After School program operated in Terms 2 and 3, providing 30 young people with the opportunity to engage in child–focussed art workshops guided by professional Australian artists, and to make friends and explore creative mediums including clay, watercolour and soft sculpture. The Art After School program was supported by parent volunteers, Wilkins Public School and teenage artist assistants from Dulwich High School and Woniora Road High. 12 new and seasoned young artists worked with parent volunteers in Term 4 to create banners and objects for the Let's Get Loud concert,. This was presented alongside selected clay works in a short video for the LGL event. The school kiln was

operationalised in March 2018 with thanks to grant funding from Bayside Council; however some logistical challenges still remain before the kiln can become fully functional due to Department of Education's Risk Asset assessment procedures, which are underway. Wilkins Primary has provided in-kind firing services to the after-school program across 2017-2018.

'Lets Get Loud' was the successful culmination of the 2018 band program, run by the Arncliffe Public School Instrumental Music Program subcommittee of the P&C, who report separately in this Annual Report. Two amazing performances showcased the talents and hard work of our students, who should be extremely proud of their accomplishments in 2018. Around 90 current students participate in the various ensembles, practising weekly and delivering performances on a variety of occasions both at school and in the community.

All in all a fabulous and busy year, and we look forward to another great year in 2019.

Philippa Taylor P&C President 2018

Message from the students

The students in this year's SRC have had a huge year and had lots of fun along the way.

We started the year by having a Crazy Hair Day in support of two students who were brave enough to shave their heads to raise money for the World's Greatest Shave. Money raised was donated to the Leukaemia Foundation. The girls raised over \$1700 from online donations and our students raised an additional \$560.

Term 2 saw all of Arncliffe come to school in their warm pyjamas and onesies for our Pyjama Day to raise funds for the Pyjama Foundation. It was a successful fundraiser where we raised \$450 to help children who live in foster care build their skills in literacy and numeracy.

This year the SRC decided to meet with our Principal Ms Ladd during Term 2 and 3 at our special 'Pizza with the Principal' afternoons. We really enjoyed these delicious afternoons where we got to discuss our new ideas and concerns with Ms Ladd. We were very thankful for the time and support of Ms Ladd.

The SRC ran two very successful fundraisers during Term 3. The first was a jersey and hot dog day to raise funds for our World Vision Sponsor child. The hot dogs were delicious and we raised \$667.60 to help provide our sponsor child with food, clean water, healthcare and education. We were so proud to have a group of students who like to help others especially children who are less fortunate than ourselves. The second was a cupcake stall to raise funds for our farmers who were experiencing such hardship during the drought. Thank you to everyone who baked such yummy cupcakes. We raised \$636.65 at this event.

Term 4 saw the SRC organise the annual Christmas drive. Students brought in an amazing assortment of toys which overflowed under our SRC Christmas tree. Toys were donated to local shelters and charities to put a smile on young children's faces during the festive season.

It was another incredibly successful year for the SRC and we thank everyone for their continued support and enthusiasm.

School background

School vision statement

Arncliffe Public School educates students to become responsible, respectful and resilient learners through an innovative and challenging curriculum.

School context

Arncliffe Public School is situated south of the Cook's river in the Sydney suburb of Arncliffe. Our school values and culture underpin our daily work in ensuring a Safe and Respectful environment. The school provides an aesthetic and nurturing educational environment in which all students can access quality educational programs within a broad and varied curriculum. Students are organised into 17 classes from Kindergarten to Year 6 and come from diverse socio-economic and cultural backgrounds.

Arncliffe Public School has a highly dedicated staff that is committed to ongoing professional learning, ensuring best practice in curriculum delivery and access to engaging and relevant technologies. Our school consistently celebrates student achievements in academic, the performing arts, sporting and cultural achievements thereby attracting widespread recognition of excellence within the school and the wider community.

Promoting student's voice is a priority and students are given opportunities to develop leadership skills through school based programs such as the Students Representative Council, Peer Support, and in elected leadership positions and external programs. The result is confident, articulate and responsible students well prepared for High School.

The school is well supported by an active Parents and Citizens Association and School Council who contribute a significant amount of time and funds to the school on an annual basis, provide feedback on school programs and work tirelessly to promote a sense of community. In addition parents are involved in classrooms and supporting school based learning, music, visual arts and coding programs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning** our self assessment focussed on the Learning Culture within the school, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance measures. Building a strong Wellbeing platform has underpinned the 3 year School Plan. As a community we have implemented the Wellbeing Framework and we have continued to offer a suite of programs that ensure our students: Connect, Succeed and Thrive. We have a planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Art Therapy was introduced in 2018 for selected students in Stage 1 and 2 to support their Mental Health and Wellbeing. The KidsMatter team organised a highly successful Mental Health Expo which was well attended by students and parents. Six teachers have completed professional development in the Peaceful Kids program expanding the program and therefore accessibly for students K-6. In 2019 training will be completed in the "Peaceful Parents" program. Two staff members completed training in Mental Health First Aid. Lego Club will be introduced in 2019 along with "Fix It Sister Shed." Evidence collated and feedback collected confirms that the depth of programs across the school available for students, is making a significant difference to student engagement and attendance rates, elevating the level of trust and respectful relationships. These elements combined, work together to ensure that learning is prioritised in an optimal learning environment. In the wellbeing element the school is excelling. The school continues to have a culture of high expectations with a suite of Transition programs ensuring continuity. The provision of a dynamic curriculum, accessible to all students, built around formative and summative assessment and supported by strong and timely feedback, ensures visible and authentic learning for the students. Student Growth in 2018 has been a highlight and our Value Added, as measured through NAPLAN has been outstanding.

In the domain of **Teaching** the elements include Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards. The focus has been on Collaborative Practice with our self assessment determining that we are Sustaining and Growing. Staff have embraced the practice of classroom observations culminating in a highly successful Innovation Tour K-6 observing literacy and numeracy. The tour

generated the opportunity for collegial discussion and feedback which was extremely positive. Collaborative practice in Science, Technology, Engineering, Art and Mathematics – S.T.E.A.M was prioritised in 2018. The Young Engineers program, K–2 Ozobots and Coding program, K–6 S.T.E.A.M Fun Day and practical teacher workshops ensured new practices were effectively embedded into the curriculum, building teacher capacity and elevating student engagement. The Visible Learning project has ensured that Data Analysis has continued to be prioritised and through self assessment the school has been determined to be Sustaining and Growing in this element. The continued and expanded use of Data Walls and strategic analysis of data has informed teaching practice and resource allocation across the school. Focusing on Growth Mindset habits continue to be a major focus across the school and will anchor the 2018 – 2020 School Plan.

In the domain of **Leading** our priorities have been to administer and lead the school towards excellence by using a distributive and instructional leadership model. Leading and Managing the school in the most effective and efficient manner has been the priority and our self assessment has determined that we are Sustaining and Growing. The Aspiring Leadership group was highly effective building their leadership capacity and profile across the school with the delivery of teacher workshops and initiating new programs and practices across the school. Community engagement continues to be strong as reflected in parents feedback and communication surveys. There is strong use of school facilities by the community, leading to upgrades across the school and its environment during 2019.

Our self–assessment 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>

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Strategic Direction 1

Dynamic Learning

Purpose

To ensure the learning environment is dynamic and student focussed. Emphasis will be directed towards developing students to become creative and critical thinkers. Students will be supported to grow into independent and empowered learners who have the academic, social and emotional skills to thrive in our learning community.

Overall summary of progress

Visible Teaching and Learning Strategies have been modelled, shared, observed and embedded into Literacy and Numeracy in classrooms including the classrooms of Specialist Teachers. Feedback from students confirms that these strategies are supporting their learning. Formative and Summative assessment tools and strategies are being implemented widely and consistently across all learning environments. Feedback to students has shifted away from Praise feedback and deepened into Task and Process Feedback. Students and parents report that Feedback has improved learning and future directions required for improvement. Critical and Creative Thinking skills, along with Collaboration and Communication, have grown through the implementation of programs including Coding, Young Engineers and Robotics with James Cooks Boys Technology High School. Teacher confidence has increased in STEAM due to relevant and ongoing professional development and in class observations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the percentage of students who can regulate their own learning, set goals, monitor and evaluate their learning and can demonstrate critical and creative thinking.• All teachers modelling and sharing Visible Learning strategies.• Increase the proportion of students in the top two bands in NAPLAN Literacy.• Increase the proportion of students in the top two bands in NAPLAN Numeracy.	<p>Teacher professional learning and resources for Literacy and Numeracy – \$15,300</p> <p>Classroom and teaching resources – \$10,000</p>	<p>All students are showing growth on continuums in all areas of Literacy and Numeracy.</p> <p>Data walls are evident in all classrooms. A K–6 reading Data wall continues to be a highly valuable resource for all teachers and specialist staff.</p> <p>All class teachers reported to parents using the BEST START and PLAN data</p> <p>ES1 and S1 teachers are trained or training in L3</p> <p>K–2 teachers have been trained and implementing TEN</p> <p>All staff have engaged in professional learning based on Critical and Creative Thinking skills.</p> <p>Teachers have created units of work embedding formative and summative assessment practices. All classes have implemented formative and summative assessment practices.</p>

Next Steps

The next steps for "Dynamic Learners" has been generated by the Project Managers and their Teams as a result of the teaching and learning implemented and evaluated in 2018.

- Visible Learning will continue to embed the practice of using Learning Intentions and Success Criteria to ensure expectation are explicit. Further development will be undertaken on Feedback strategies and the Writing Process will continue to be developed through observations, demonstration lessons and inter school visits with the Bayside Community of schools.
- Instruction Leader – Mathematics to be engaged by the school.
- S.T.E.A.M – Young Engineers program expanded to include Stages 2 and 3. K–2 STEAM initiative to be consolidated. Introduction of Lego Club in Term 1.

Strategic Direction 2

Quality Teaching

Purpose

To create a learning environment that is underpinned by high expectations and quality teaching practices that delivers a contemporary curriculum that is accessible to all learners, reflecting the diverse needs of our students.

Overall summary of progress

Future-focused learning opportunities were enhanced by the use of technology, including iPads, Laptops, Chromebooks, and Ozobots. Flexible Learning environments were expanded into Stage 3 and Specialist Staff learning environments. Increased number of staff and students engaged in Google Classroom and the G Suite. Professional Learning across the Bayside Community of Schools continues to expand to include Twilight Learning opportunities

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All teachers employing quality teaching and evidence-based teaching strategies.	Beginning Teacher funds: \$10,311 Professional Learning: \$18,6476	All Staff attended relevant professional learning throughout the year. Executive training in Scout and Plan was shared at Stage meetings to ensure that staff have an increased knowledge, confidence and application of Data skills.
<ul style="list-style-type: none">Increased number of teachers team-teaching and using flexible classroom practices including Google Classroom and the G Suite.	ICT Hardware: \$22,000	Google classroom is used extensively across Stages 2 and 3 for students. Teaching K- 6 using the G Suite for Cooperate planning and resources sharing.
<ul style="list-style-type: none">Increased opportunities for purposeful and sustained interschool Community of Practice focussed on continuous improvement of teaching and learningImproved student results at transition points (Year 5-Year 7).	Bayside Conference – cost included in Professional Learning Transition to School Programs: \$1000	Teaching and non-Teaching staff attended the Annual Bayside Community of School Conferences, building Networking opportunities. Strong Transition to School programs reflect strong early intervention strategies, ensuring the best start to school/High school for every student.
<ul style="list-style-type: none">Increased evidence of students collaborating to problem solve using creative and critical thinking strategies.	Professional Learning funds Science/STEAM resources: \$8000	The introduction of the Young Engineers program delivered the opportunity for students to apply the 4C's. School based Professional Learning ensured that the 4C's were being integrated across the curriculum K-6.

Next Steps

The next steps for "Quality Teaching" has been generated by the Project Managers and their Teams as a result of the teaching and learning implemented and evaluated in 2018.

- The Future Focussed Team organised a highly successful internal Innovation Tour. It is anticipated that the team will organise a similar experience with the Bayside Community of School.
- Aspiring Leaders had the opportunity of coordinating new school events and projects and have grown their skills – this will be built upon in 2019 with Aspiring Leaders leading whole school Professional Development in the new Science Syllabus and PD/H/PE syllabus.
- Bayside Community of School will continue to plan and develop relevant Professional Learning across the schools.

Strategic Direction 3

Connected Community

Purpose

To increase community participation in wellbeing and family partnership projects so our students grow into responsible, respectful learners who have the lifelong skills and attitudes to thrive, succeed and connect in the wider community .

Overall summary of progress

We have expanded our relationships with the broader community as a result of the inaugural Mental Health Expo. Parents, students and teachers have an increased awareness of the support available in the community and how to access this support. More teachers are including Mindfulness Techniques into their classroom, ensuring the learning environment is calm to optimise learning. The rebranding of the school's weekly Newsletter and improved management of the school Website and App is supporting a stronger communication channel between home and school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased attendance and feedback from parents at P&C meetings, School Council forums, workshops and community events as evidenced in attendance numbers and survey Responses.	Community Event funding: \$4,534	<p>The P&C trialed evening meetings for 2018 with some success. In 2019 there will be a mixture of day and evening meetings.</p> <p>Attendance at community events continues to be at a high level.</p>
<ul style="list-style-type: none">Increase parent knowledge and access to Community Health Services as a result of attending the inaugural Mental Health Expo and the "Tuning into Kids" program.	Mental Health Expo: \$500 Tuning into Kids: Funded program	<p>The Mental Health Expo was highly successful with staff, students and parents feedback confirming an increased knowledge of services available in the community.</p> <p>The 'Tuning in Kids' program was not delivered due to a lack of suitable candidates and parents able to give the time commitment.</p>
<ul style="list-style-type: none">Improved student wellbeing and management of social and emotional wellbeing through increased access to school based programs.	Professional Learning and Conferences: \$5,500 Art Therapy: \$1960	<p>Staff continue to access a variety of professional learning to support the social and emotional learning of students and expand programs across the school for students and parents.</p> <p>Art Therapy was introduced for small groups of students in Stages 1 and 2.</p>

Next Steps

The next steps for "Community Engagement" has been generated by the Project Managers and their Teams as a result of the teaching and learning implemented and evaluated in 2018.

- The Mental Health Expo of 2018 was an enormous success. It is anticipated that this new initiative will become a biannual event.
- Mindfulness practices will be reviewed and refreshed with workshops on School Development Day. Two staff members will attend professional learning on "Peaceful Parents" with the intention of offering this program to parents.
- Improved communication between school and home will be a focus for 2019. Regular workshops to increase parent knowledge of school programs will be timetabled.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Flexible Funding: \$2,476 TOTAL: \$2,476	All Aboriginal students have a Personalised Learning Pathway Plan (PLP) and are making progress across Literacy and Numeracy. Cultural significance is included in all PLP's in consultation with agencies and community. One student was nominated and received recognition at the Deadly Kids award for school attendance and academic success.
English language proficiency	Equity Staffing FTE: 1.6 Flexible Funding: \$36,103 TOTAL Funding: \$202,594	An Extensive and highly effective EAL/D and NAP program operates across the school K–6. Additional funding was used to increase time allocation for the New Arrivals Program as there continues to be a steady increase enrolment in this area. A second NAP excursion was funded in 2018. A new program 'Grow your English' was linked very successfully to the school vegetable gardens.
Low level adjustment for disability	Staffing FTE: 0.9 Flexible Funding: \$44,183 TOTAL FUNDING: \$137,885	An SLSO was engaged for 2018 to offer additional and targeted support K–6 four days per week. Students identified by the Learning and Support Team (LaST) had an Individualised Learning Plan (ILP) generated in collaboration with the LaST, class teacher and parents. Targeted interventions were implemented to ensure equitable access to the school curriculum.
Quality Teaching, Successful Students (QTSS)	Funding: \$73,712	Combining QTSS funding with school resources facilitated the engagement of an Instruction Leader – Mathematics for Semester 1. Working in a Team–Teaching environment the focus was on the language of Maths and Problem Solving for students in Stages 2 and 3. In Semester 2 funder were used for peer observations and feedback, which culminated in a internal School Innovation Tour for Literacy and Numeracy. All teaching staff participated in this event.
Socio–economic background	Flexible Funding: \$58,354	A "Bump It Up" program operated 3 days per week for Literacy and Numeracy K–6 using Visible Learning strategies with clear Learning Intentions and Success Criteria explicitly taught with powerful results. Team–Teaching was undertaken in Stage 3 to ensure a consistency in the Writing Process.
Support for beginning teachers	Funding:	5 teachers have Beginning Teacher funding. This was expended in many ways including additional time for writing school reports, working on accreditation, peer observation, professional development, personal projects and school event organisation.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	219	225	236	229
Girls	212	202	184	180

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	95.8	95.5	94.9
1	94	92.8	94.6	94.2
2	95.8	93.8	94.6	94.3
3	95.8	96.7	94.1	94.1
4	94.3	95	95.3	94.7
5	93.4	92.7	95	95.3
6	94.1	94	92.5	94
All Years	94.5	94.4	94.5	94.5
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

The attendance by students at Arncliffe Public School is consistently high, with the annual for 2018 K–6 being 93.35% compared with the Stage average of 90.76%. Strong student engagement, as reflected in the Tell Them From Me surveys confirms that the students want to be at school. Parents also reflected their priority for strong student attendance in the TTFM surveys.

Attendance is monitored closely by teachers, the Executive Team and the Learning and Support Team. Early intervention strategies are employed if a pattern of unexplained attendance is noticed. Support for the Home School Liaison Office is also sought if school based strategies are unable to correct issues.

Extended overseas vacations is a concern, particularly during the middle of the year, coinciding with the European Summer. All attempts to minimise disruptions to learning are implemented during these events.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	1
Classroom Teacher(s)	13.28
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher ESL	1.6
School Administration and Support Staff	3.12
Other Positions	2.2

*Full Time Equivalent

In 2018, no members of the workforce identified as being of Aboriginal or Torres Islander descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All post 2004 permanent teachers have their accreditation at Proficiency. All staff are in a maintenance period. All Temporary teachers are currently working towards completing their accreditation.

Significant **Professional Learning** was undertaken by the staff Arncliffe Public School in 2018. The school committed a significant amount of money towards professional learning, from school and allocated funding. School based professional learning occurs

fortnightly and focussed on improved pedagogy as per the school plan, compliance training and whole school monitoring of data.

Ongoing funds were expended on L3 (Language, Literacy for Learning), Corwin – Feedback whole day workshop, internal and external Innovation Tours, Information, Communication and Technology (ICT), Mindfulness and Peaceful Kids training, engaging with the Literacy and Numeracy Progressions, Mental Health First Aid Training, Best Start and PLAN 2. APS is a member of the Bayside Community of Schools and staff attended a combined conference in Term 3 presented by Andrew Fuller.

The school Principal attended the PPA State Conference, St George PPA Conference, Principal Network meetings, Mental Health First Aid Training, and relevant workshops to enhance leadership and management skills. The Executive continue to attend a wider range of professional learning events, including the Primary Executive Network (PEN) annual conference and term meetings.

5 teachers have attracted Beginning teacher funding and this has been used for extensive internal and external professional development and training.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	616,581
Revenue	4,133,293
Appropriation	3,821,864
Sale of Goods and Services	43,806
Grants and Contributions	262,732
Gain and Loss	0
Other Revenue	600
Investment Income	4,291
Expenses	-4,052,520
Recurrent Expenses	-4,052,520
Employee Related	-3,524,171
Operating Expenses	-528,348
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	80,774
Balance Carried Forward	697,355

In 2018 school funds were expended as per budget ensuring implementation of all school programs and projects.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,774,931
Base Per Capita	81,215
Base Location	0
Other Base	2,693,716
Equity Total	401,955
Equity Aboriginal	2,476
Equity Socio economic	58,354
Equity Language	203,240
Equity Disability	137,885
Targeted Total	136,414
Other Total	314,671
Grand Total	3,627,971

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 all students at Arncliffe Public School completed the NAPLAN Assessment Online.

Arncliffe Public School is a Premier's Priority school. The results from NAPLAN for the past 2 years are presented below reflecting average % students (Years 3 and 5) participating in NAPLAN Reading and Numeracy in the top 2 Bands

- Boys – 40.15% an increase of 10.15% since 2016.
- Girls – 41.29% an increase of 5.7% since 2016.
- Aboriginal students 100.00% an increase of 50.00% since 2016.
- EAL/D Consolidating – Girls – 66.67% an increase of 34.53% since 2016.
- EAL/D Consolidating – Boys – 37.50% an increase of 7.5% since 2016.
- EALD Consolidating – girls and boys – 50.00% an increase of 19.12% since 2016.

In 2018 the results referenced are a comparison with the State and Schools Similar Statistic Group (SSSG). Year 3 girls and boys were significantly above the State and SSSG average for Grammar and Punctuation. In Reading the combined results were below the State and SSSG average. Year 3 girls however, have made significant gains since 2016. In Spelling Year 3 girls and boys were significantly above the State and SSSG average. In Writing Year 3 girls were significantly above the State and SSSG average, however the Year 3 boys were below.

Year 5 students were above the State and Schools

Similar Statistic Group (SSSG) in Grammar and Punctuation, with this result being a huge improvement from 2017. In this domain the boys out performed the girls. In Reading the combined results were below the State and Schools Similar Statistic Group (SSSG), with boys achieving stronger results. In Spelling Year 5 girls and boys were significantly above State and Schools Similar Statistic Group (SSSG).

Students in Year 5 have demonstrated growth at or above the expected growth in all aspects with 75.4% students demonstrating this in Grammar and Punctuation, 57.9% in Reading, 71.9% in Spelling and 50.9% in Reading

Students in Year 5 have demonstrated growth at or above the expected growth in Numeracy with 78.9% attaining this result. In 2018 the results referenced are a comparison with the State and Schools Similar Statistic Group (SSSG) for Year 5 with students slightly above the State and Schools Similar Statistic Group (SSSG) with boy out performing girls.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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- Girls – 41.29% an increase of 5.7% since 2016.
- Aboriginal students 100.00% an increase of 50.00% since 2016.

Parent/caregiver, student, teacher satisfaction

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

In 2018, the school sought the opinions of parents,

students and teachers about the school using the Tell Them From Me (TTFM) surveys and a school generated survey.

The TTFM Parent Survey includes seven separate measures. The scores are converted to a 10 point scale than averaged. The following areas were surveyed:

1. Parents feel welcome
2. Parents are informed
3. Parents support learning at home
4. Schools supports learning
5. School supports positive behaviour
6. Safety at school
7. Inclusive school

In each of these measures the school was slightly below the Stage mean with the exception of school supports positive behaviour.

In 2018 school based surveys were distributed for parents, students and staff to provide feedback on **School Culture** and **Learning**. In the school Culture survey for parents, there were 13 questions and an average of 88.7% was scored for "Almost Always and Usually" The areas of stand out with an average response of 93.2%:

- The school often praises and rewards individuals who are successful.
- The students are the school's main concern
- The school encourages students to achieve their best
- The school encourages everyone to learn In the school Learning survey for parents there were 6 questions and an average of 74.8% was scored for "Almost Always and Usually." The area of stand out with an average response of 91.5% " my child's classroom is an interesting place to learn.

In both survey responses parents have given feedback that communication between home and school is an area for improvement.

The Teacher TTFM survey includes eight separate measures. The scores are converted to a 10 point scale, then averaged and reported by question and by topic.

1. Leadership
2. Collaboration
3. Learning culture
4. Data informs practice
5. Teaching Strategies
6. Technology
7. Inclusive school
8. Parent Involvement

The teacher feedback matches or is above the State average. The highest scores were in the measures of Leadership Collaboration, Learning Culture and Teaching Strategies.

In the school Culture survey for teachers there were 13 questions and an average of 100% was scored for "Almost Always and Usually." The areas of stand out with an average of 88. 8% in "almost always:"

- I am proud of my school

- The school encourages students to achieve their best
- The school encourages everyone to be a continuing learner
- The school is continually finding ways to improve what it does

In the school Learning survey for teachers, there were 12 questions and average of 95% was scored for "Almost Always and Usually." The area of stand out with an average response of 94.1% " I provide learning opportunities within a stimulating and secure environment."

Student TTFM feedback in the domains of Social and Emotional outcomes, reflects 80% have positive sense of belonging, 90% have positive behaviour at school and 80% of students are interested and motivated. These results were about the State norm. In 2018 the school added a custom measure which asked the students "what in your classroom do you think has the biggest impact on your learning." The responses are listed below from highest to lowest.

- Literacy Groups
- Access to Technology
- Learning Intentions and Success Criteria
- The Young Engineers program
- Flexible seating
- Bump it up Walls

Policy requirements

Aboriginal education

Arncliffe Public School has a small but important number of indigenous students. All students have a Personalised Learning Pathway plan that is collaboratively written with teachers and students.

As a school we are committed to bridging the performance gap for Aboriginal students.

Multicultural and anti-racism education

Throughout the year, Arncliffe Public School students, parents, teachers and the wider community acknowledge and celebrate multiculturalism through various activities and events. Some examples include: Chinese New Year, Easter and the annual Hat Parade, Harmony Day – combined with Grandparents day, Mother's and Father's Day, Ramadan, Eid and Christmas Concerts.

In 2018 the school held a Multicultural lunch that coincided with Education Week. A buffet of food from around the world, including a Gelato dessert bar, was shared with students, teachers and parents. Colourful flags fluttered proudly around the school to represent each cultural background. The lunch was an outstanding success.

In addition to the Multicultural lunch the Arabic and German programs were showcased with performances during Education Week. The German kindergarten

class did an action routine counting in German. The Arabic children had the opportunity to showcase traditional Lebanese dancing.

It was another successful year for the Arabic drumming group. This year the group included children from a non-Arabic background. The group had several opportunities to perform at school events, including our first ever performance at the Let's Get Loud concert.

Multiculturalism at Arncliffe Public School is a proud point of celebration.

The school has one staff member formally trained as an Antiracism Officer – ARCO. There were no complaints registered during the year by students, staff or parents.

Other school programs

PUBLIC SPEAKING

Public Speaking continues to be an integral part of our Speaking and Listening program. The purpose is to further develop the speaking and listening skills of K–6 students and to increase students' self-confidence to talk in front of an audience at class and school level.

Arncliffe Public School continues to offer students the opportunity to enter Public Speaking Competitions as this helps maintain and enhance the strong tradition of Public Speaking at our school.

Students in Years 3–6 participated in the Multicultural Perspective Public Speaking Competition in Term 2. The competition focused on topics that relate to multicultural themes and students chose a topic from a provided list, prepared a speech as part of their home learning and presented it to their class. Representatives were chosen from each class for our school final. One finalist from each stage was chosen to represent our school at the Sydney local final competition which was hosted by Tempe Public School.

In Term 3 all students from K–6 presented prepared speeches on a topic of their choice. Winners from each Stage represented our school at the local finals for the Kogarah Network Public Speaking Competition at Carlton South Public School.

Vanessa Przinova and Deanne Mateski

DEBATING

Arncliffe Public School continues to offer Stage 3 students the opportunity to participate in the Inter-School Debating Competition as an extension to the Speaking and Listening Program.

Debating teaches students to use effective oral presentation skills and to express well-developed and well-organised ideas. Students learn to listen attentively, developing strong arguments and their ability to successfully rebut opposing ideas.

Our Debating Squad, consisted of 17 eager and enthusiastic students who worked collaboratively as a

team, gained confidence and presented high quality debates. All participants are to be congratulated for their commitment, dedication and determination to do their best.

Margaret Dolso and Vanessa Przinova

LIBRARY REPORT

Throughout the year, Kindergarten have learnt about book conventions and engaged in a range of literature chosen to support classroom programs, encouraging thought, discussion and a love of reading. Kindergarten students are some of Arncliffe's best borrowers and it is wonderful to see so much reading happening at home. Together we are developing a lifelong love of literature!

The library program in 2018 saw a focus on sharing quality literature, illustration techniques and research skills.

Stage 1 were comparing and contrasting books with similar themes and focused on Indigenous culture. They studied the Family Life of Indigenous cultures of past and present, read Dreamtime stories and analysed the techniques used to illustrate books.

Stage 2 students used iPads and library resources to independently research authors and early explorers of Australia. They ended the year with reading and analysing Poetry, creating some of their own Remembrance poems.

Stage 3 students researched Australian history post war and studied the treatment of Indigenous people and their fight for equal rights during this period. They researched prominent Indigenous Australians and presented their findings on Power-point presentations. They also conducted independent author studies and used technology to present their information in Word, Powerpoint or filmed role plays.

Term three this year we celebrated 'Book Week' in the usual Arncliffe Public School style! The library program focused on the shortlisted books chosen by the Children's Book Council. Author Anna Fienberg joined us to share he experiences as an author. We enjoyed a wonderful book parade with students and teachers getting involved, dressing as their favourite book characters. Parents and students enjoyed a shared book reading in the Hall followed by Buddy classes pairing up to share stories together. Our Book Fair, raised over \$900 for new books! Thus year 200 students completed the Premier's Reading Challenge. There were eleven Gold Certificates and two Platinum Certificate recipients.

Tracey Agius

INSTRUMENTAL MUSIC PROGRAM

Arncliffe Public School has continued to enthusiastically support the Instrumental Music Program that includes Concert Band, Training Band, Junior and Senior String Ensembles as well as private tuition on a broad range on instruments. The program involves a close

collaboration between students, teachers, APS families and a team of professional musicians employed by the program and is administered on a not-for-profit basis by the P&C Association.

Throughout the year the Instrumental Music Ensembles have performed at all the school's special events, including the Easter Hat Parade, Education Week, Mother's and Father's Day breakfasts, Book Week Parade and formal Assemblies.

Outside the school, the Concert Band and Training Band participated in the Engadine BandFest competition where both bands received a "Silver" award. The Concert Band then went on to participate for the fourth time, in the prestigious NSW School Band Festival held at the University of NSW winning a "Gold" award for the first time.

In 2018 Arncliffe again took a group of Recorder students who joined with two Senior String Ensemble members, to perform at the Sydney Opera House as part of The Arts Unit Festival of Instrumental Music concert series. This year our Recorder and Senior String Ensembles were also invited to perform at a local community music event – Discovery Point Music in the Chapel. A fabulous performance opportunity and a wonderful community initiative we were proud to be part of.

Members of the recorder ensemble also had the honour of being invited to perform with the NSW Public School Recorder Concert. Concert band members were also selected for the Create South band and the Sydney Southwest Symphonic Winds.

In November 2018 the school held its fourth biennial "Let's Get Loud" event – a celebration of musical and artistic talent from Arncliffe Public School. This year two performances were trialled – a morning matinee and an evening show, which included the Arabic Drumming group for the first time.. The aim was to accommodate more people whilst providing a less cluttered and more 'concert-like' feel. Colourful hall decorations were generously organised by the Arncliffe Art After School program. The evening show was fully booked, however the morning show was under subscribed, but did allow for non paying students the opportunity to experience the show, as well as the local pre-school and community members. A fantastic team of volunteers pitched in to ensure the performances and catering ran smoothly. Over all, they were fantastic and successful shows, and included a spectacular finale involving over 100 performers and the Community Choir. The finale piece (What a Wonderful World) was arranged by Assistant Principal and Musical Director Mr Kurt Olofsson. It was particularly special this year as it was Kurt's final Let's Get Loud as he is sadly leaving the school at the end of the year.

Vicki
Trucchi and Paul Irish

(Arncliffe
Music Program Coordinators)

JUNIOR CHOIR

The Junior Choir has been thriving and growing in number due the successful program we deliver as a whole school. It is an excellent extra-curricular opportunity for students in Year 2 to showcase their voices within an ensemble. These students have performed extremely well this year due to their enthusiasm and eagerness to learn. They have also been very committed and attended weekly rehearsals to improve the different skills needed when singing as an ensemble or solo. They have had several opportunities to showcase these learned skills within different events, such as Mother's Day Breakfast, Education Week, Let's Get Loud and our Christmas Concert. The students have also collaboratively worked with other choirs, band members and music groups to jointly perform a finale performance at our Let's Get Loud show.

Kathy Salame

STAGE 2 CHOIR

Arncliffe Public School's Stage 2 Choir once again performed 11 amazing and challenging songs as part of the Arts Unit combined choir 'Primary Proms' concert at Sydney Town Hall in September. The repertoire challenged singers in unison and part-singing. The Stage 2 Choir also performed at the Father's Day Breakfast, singing an arrangement of 'This Ol' Man' by Greg Gilpin. At Arncliffe's 'Let's Get Loud' the Stage 2 Choir performed a moving piece, 'Saltwater', and joined the Senior Choir for the performance of the upbeat 'Chattanooga Choo Choo'.

Georgia Mores

SENIOR CHOIR

The school's Senior Choir consists of students in Years 5 and 6 who display an enthusiasm and commitment to sharing their vocal talents with the school and the wider community. In September, Senior Choir represented our school by participating in the annual Festival of Choral Music, held in the Concert Hall of the Sydney Opera House. This concert involved primary students from over 20 schools singing in a combined choir. Performing to an audience of 2,500, the repertoire included music by local Sydney-based composers such as Ian Jefferson and David Collins-White. The international repertoire included songs from popular musicals. They included 'Second Star to the Right' from *Return to Neverland* and 'Alone in the Universe/Oh, The Thinks You Can Think' from *Seussical*. Other Senior Choir performances this year included Education Week and Presentation Day. For the first time, on a sunny Saturday afternoon in August, Senior Choir participated in the local community event known as the Discovery Point Music in the Chapel festival.

Senior Choir draws its repertoire from music that aims to challenge the young singers in both unison and part-singing. It allows the choir director to focus on producing confident and enthusiastic singers with high vocal quality, strong diction and musicality. We look forward to the continued development of choral talent at Arncliffe Public School in 2019.

Kurt Olofsson

ARABIC DRUMMING

The Arabic drumming group has been a successful cultural music group that has been performing at various school events for the last 2 years. The ensemble composes their own percussion pieces heavily influenced by Middle Eastern rhythm and beats. The group has grown and flourished since it was formed at the end of 2015 as well as performances throughout the years. Students have had the opportunity to perform at Community events such as "Arncliffe under the Lights" in 2017 and for the first time ever this year at our Let's Get Loud Concert.

Marina Azmy

PERFORMING ARTS

The Performing Arts Program operates three days per week at APS and offers all students classes in drama, dance and music with a specialist teachers.

We also include the opportunity for students to belong to dance groups, which is free and open to all students. This years dance groups, Junior and Senior, experienced performing items at school during Education Week and at the end of year Christmas Concert.

The Senior dance group, comprising 36 students, competed in this year's Wakakirri Challenge. They performed a 7-minute story-dance item entitled, "You Are Not Alone" at NIDA (National Institute of Dramatic Arts). From many other Public, Private and Religious schools, APS was selected as finalists performing at the Sydney Olympic Park Stadium, winning many award categories including, Best Public Speaking Compares.

The Department of Education provides opportunities for Gifted and Talented students in the Performing Arts, in the form on the Create Program. Students were selected through auditions happening all over Sydney's South, for placement into the categories of: Drama, Dance, Choir, Art, IT and Film. They then create an original musical to performance in just 3 days. This year 7 of our students were selected for Create South and 4 students for Create East.

A Drama Skills Development Workshop, offered by the Department of Education's Arts Unit was attended by 13 students from APS.

Joanne Rosebery

SCIENCE TECHNOLOGY ENGINEERING ART MATHEMATICS – S.T.E.A.M

This year Arncliffe Public School introduced a new STEAM program into Stage 3 classrooms and also offered an after school program to Stage 2 students. The Young Engineers program presented a broad knowledge in Science, Technology, Mechanical Engineering and Mathematics. Students enthusiastically explored machines from a professional

engineering perspective, focusing on identifying solutions and promoting teamwork to build and write code for complex machines using LEGO bricks. Students took part in projects designed to develop their ability to analyse engineering processes, strengthening problem solving and logical thinking skills. The Young Engineers was a successful program that was highly valuable and enjoyable for all students involved and we are looking forwards to its continuation in 2019.

2018 OLYMPIADS

Twenty six students participated in this year's Australasian Problem Solving Mathematical Olympiads Competition. Congratulations to all team members for all their hard work in this challenging, yet rewarding experience.

This competition allows for Stage 3 students to improve their problem solving strategies through a series of 5 Olympiads over the course of the year. Each Olympiad consists of five separate questions, each designed to challenge students' mathematical reasoning skills. Participants had the opportunity to attend before school training sessions once a week. Each student competes as part of the school team as well as an individual participant.

Each team member received a Certificate of Achievement for successfully completing the Junior Division Maths Olympiad. Two of these students scored in the top 40%, two scored in the top30% and one scored in the top 10 % of the overall scores. One pin and one trophy was presented to the student who achieved the highest individual score within the team.

Vanessa Przinova

ENGLISH as an ADDITIONAL LANGUAGE/DIALECT – EAL/D

At Arncliffe Public School, we have two EAL/D teachers who support students in the acquisition of English. In 2018 there were 68.7% of students who were from a background other than English. The EAL/D teachers support students throughout K-6 either through withdrawal, which comprises of small intensive groups to help with the students basic English language acquisition, and team teaching, where EAL/D teachers help within a students classroom in order to support and further extend their literacy skills.

Students who are newly arrived to Australia attend a New Arrivals Program. These students are assessed to ensure they receive the intensive literacy support they need to be successful learners. Our school has been allocated extra funding to cater for these students, providing an additional day per week to help with their transition into their mainstream classes. In partnership with our wonderful multicultural community, our school constantly strives to promote the importance of respect, diversity, tolerance and acceptance. The school celebrated Harmony Day and the always successful Multicultural Lunch. We are proud of our students' participation in the Muticultural Public Speaking Competition each year. This year, to compliment our learning of Australian animals, the

New Arrival parents and students enjoyed attending the Symbio Wildlife Park excursion in celebration of our English language achievements.

Penny Katsinas and Monica Mitrevski

KIDSMATTER AT ARNCLIFFE PUBLIC SCHOOL

At Arncliffe Public School we aim to implement whole school Mindfulness and Positive Behaviour for Learning as part of our Wellbeing Policy.

The Peaceful Kids Program was offered again this year to students at Arncliffe Public School. The program provides additional support for students who need to develop coping strategies to lessen the symptoms of anxiety and stress. This program is part of a KidsMatter initiative that supports the Mental Health and Wellbeing Framework. Parents also attended an information workshop to inform them of the benefits of the Peaceful Kids Program as they were encouraged to use the strategies to support their children. These included online meditations, mindfulness activities and various coping strategies. At the end of the 8 week program students received a 'Peaceful Kids Box' filled with resources for students to use. This year we have four teachers who are trained in delivering this beneficial program. In 2019 two teachers will attend training to facilitate the 'Peaceful Parents Program.'

Teachers will continue to be up skilled in Mental Health and Wellbeing initiatives at our school. This year two teachers have been trained in Mental Health First Aid and three teachers attended an art course that incorporated art therapy and the importance of nature and play.

Arncliffe Public School held their first ever Mental Health & Wellbeing Expo and it was a HUGE success! It was a wonderful opportunity for our community to meet with mental health and community service providers and learn about the valuable services they provide.

Many organisations attended our special event. Feedback from these service providers was extremely positive with stall holders keen to have more opportunities to interact with our parent and student community. An event such as this highlights the importance of our KidsMatter initiatives.

KidsMatter Team

SPORTS REPORT

Premier's Sporting Challenge

This year Arncliffe Public School participated in the Premier Sporting Challenge K-6. The Premier's Sporting Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. Children recorded their physical activity over a ten week period. As a result of this program the school was able purchase additional sports resources to be used across the school.

School Carnivals

This year Arncliffe Public School students participated in Swimming, Cross Country and Athletics Carnivals. Our carnivals were well attended and students participated enthusiastically on the day. Many students qualified for events at Zone level from our impressive results at the School's Carnivals. Following each of the zone carnivals three students qualified for Sydney East Regional Cross Country, one student qualified for the Sydney East Regional Swimming Carnival and two students qualified for the Sydney East Athletics. Congratulations to Courtney Carey who was successful in her race and continued to the Regional Swimming Carnival held at Homebush Aquatic Centre.

PSSA

Over 120 students participated in the 3-6 Primary School Sport Association (PSSA) competitions this year. These teams included junior and senior girls' softball, netball, rugby league, and football (soccer) teams. Our senior boys and girls football teams both finished the season as minor premiers and then continued on to become the 2018 Champions. The junior girl's netball team competed in the grand final and were successful taking out the premiership for 2018. All students displayed outstanding sportsmanship and wore the Arncliffe Public School colours with pride throughout their respective competitions. Inline skating continued to be a huge success and we are hopeful the program will continue into 2019. The Stage 3 students were also invited to attend the Oztag gala day at James Cook Boys High School where our year 5 team represented our school in the Grand Final and finished in second place.

PSSA Ambassador Program

This year a new initiative was introduced to Arncliffe Public School. An opportunity was provided to two year 6 students to be PSSA Ambassadors for our school. The students were targeted as part of a program to increase self-confidence and self-esteem through a student leadership model. Students gained experience in running coaching workshops, public speaking in assemblies and reflective practices with their mentor teachers.

Sporting Schools Program

This year Arncliffe Public School continued its participation in the Sporting Schools Program. Sporting Schools is a \$160 million Australian Government initiative designed to help schools to increase children's participation in sport, and to connect children with community sport. In 2018, Arncliffe Public School decided to target students from Stage 2 and 3 to take part in the program. Given the passion for football amongst the students at Arncliffe, we decided as a school to partner with football club 'Sydney FC' to implement a series of coaching sessions. The sessions were designed to teach basic football techniques in a way that is fun and inclusive covering a wide range of abilities. The program was an invaluable experience for students to develop their football techniques, skills and knowledge, whilst enjoying the game with their peers. The school was also successful in receiving funding to

run the 'Fit Future's' Gymnastics program at our school for all students in K–6. The program was an enjoyable experience and allowed students to gain knowledge and skills in performing various gymnastic techniques and moves.

AAFC Community Football Match

This year, Arncliffe Public School, in collaboration with Athelstane Public School, forged a community partnership with local football club Arncliffe Aurora. An opportunity was given to senior boys and girls to compete in an inaugural community football match against our neighbouring school. This initiative was introduced to further strengthen our community of schools and allow students to form friendships across our community. Students competed in the AAFC Cup, which we hope will be an annual tradition.

Kelsey Pearson and Anthony Kalinovski

PLAYGROUP

Early childhood experiences, interactions and activities that are planned in early childhood settings are designed to foster children's learning and development. At Arncliffe we believe that the early years are the most crucial for the growth and development of children's social, emotional and physical well-being and therefore we have continued to run our playgroup program the last 7 years.

Playgroup has helped foster the transitioning of Pre-schoolers into Kindergarten through structured craft activities and play. It has also provided parents the opportunity to broaden their social network by developing friendships over the course of the year. Arncliffe Public School playgroup is structured into two hours of play every Friday morning. Across the two-hour play period, the children take part in different types of play. The first hour consists of developmental play in the Kindergarten play-based centre where children learn to interact with others whilst playing with construction, home corner, kitchen/restaurant area and various other centres that develop their social skills and confidence.

The second hour is followed by activities that focus on fine and gross motor skills. Children are exposed and taught skills, such as learning to cut with scissors, pasting and colouring art and craft activities and manipulating and creating models with play-dough. They also learn to play board games, where they learn to take turns and play with puzzles. There are also outdoor activities such as the sandpit, climbing equipment and they also have the time to play in the adventure area. All of these activities are under the watchful eyes of their parents and carers in a nurtured environment that is encouraging and engaging and allows them to develop a sense of belonging.

Marina Azmy

MEN SHED

Once again selected Stage 3 boys enjoyed the mentoring program offered by the Arncliffe Men Shed.

During Terms 2 and 3, the boys learnt basic carpentry skills and were able to use these skills to design and make a timber stool.

In 2019 the Arncliffe Sister Shed is trialling a program for selected Stage 3 girls to be know as "Fix It Sister Shed." This is an exciting new initiative for all involved.

Pam Ladd