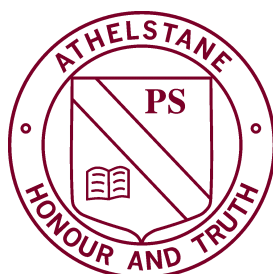


# 2020 Annual Report

## Athelstane Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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In 2020 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 supported by the wider school community. High expectations for student behaviour and engagement ensure a focus on student learning and improved outcomes.

The year that was 2020 was a unique one for society and Australia overall with the advent of a global pandemic and COVID-19. This brought immense challenges to all school settings and teaching and learning for all students. Students moved to a learning from home setting and engaged in learning in a variety of ways. Learning from home saw the use of platforms such as Seesaw, Google Classroom and Class Dojo utilised by students, parents and teachers to engage in learning and feedback.

Operations in schools were significantly impacted in that parents and community were unable to visit the school site and engage in activities onsite due to health restrictions. These restrictions impacted on schools being able to hold many regular events such as assemblies, excursions, sporting events and creative performances.

The outstanding commitments and efforts of the dedicated teaching, executive, administrative and support staff were evident more than ever in 2020. I would like to thank and acknowledge their incredible work over the year. I would also like to acknowledge and thank the parent community and P & C for their enthusiastic support and dedicated work. The collaborative partnership between home and school was stronger than ever, highlighting what a wonderful place Athelstane Public School is and how students are the focus of all we do.

In 2020 we also bid farewell to Mr Lindsay who finished his principalship at Athelstane Public School. We would like to thank Mr Lindsay for his time leading the school community. We wish him all the very best at his foundational school Burramurra Public School and the exciting adventure of establishing a brand new school.

While 2020 was an incredible year with many successes across a range of endeavours, we look forward to 2021 with great anticipation and continuing the delivery of a high quality education for all students.

## School vision

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 346 students, which includes students in four specialised support classes. The school draws from a multicultural community with 24 different language backgrounds represented. 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## 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.

#### Improvement Measures

Strong student growth in Literacy is evident in school based and external data measures.

Strong student growth in Numeracy is evident in school based and external data measures.

School EAL/D practices and pedagogy mapped at Sustaining and Growing against School Excellence Framework.

#### Overall summary of progress

During 2020, there was a whole school approach with a focus on the delivery of quality literacy and numeracy programs that differentiated learning for students.

#### Progress towards achieving improvement measures

##### Process 1: Curriculum - Literacy

Design and implement school-wide pedagogical practices that reflect contemporary research and ongoing data analysis in the delivery of quality teaching practices, programming and utilisation of the learning progressions.

Evaluation	Funds Expended (Resources)
Teachers, led by the school leadership team, reflected upon evidence-based research to implement what works best in the classroom. During learning from home, they engaged students in online learning using a variety of tools to engage learners and differentiate learning. There was ongoing data analysis to deliver differentiated teaching and learning with teachers reflecting on teaching and learning to improve student outcomes.	Additional Classroom teachers Additional School Learning Support Officer time Professional Learning Literacy Resources
All classes, K-6 utilised the National Learning Progressions and 5 weekly data cycle analysis to support the differentiation of student learning goals. Consistent teacher judgement continued to be a focus through stage team meetings where practices such as reflection and targeted collegial discussions ensured that teaching and learning opportunities supported our learners.	

##### Process 2: Curriculum - Numeracy

School wide programs and scopes of learning focus on differentiated instruction within a quality mathematics block developed through collaborative planning and ongoing analysis of student data.

Evaluation	Funds Expended (Resources)
All staff engaged in professional learning with a focus on building capacity to deliver quality and differentiated teaching and learning programs in the area of Mathematics. The professional learning led by Anita Chin resulted in the establishment of a new K-6 Mathematics scope and sequence, ready for implementation in 2021.	Additional Classroom teachers Additional School Learning Support Officer time Teacher Professional Learning - Anita Chin Consulting
Regular evaluation of whole school practices and student data from internal	

## Progress towards achieving improvement measures

and external sources has continued to become authentically embedded into school practice. This led to stage teams ensuring that teaching programs differentiated the learning and targeted specific learning needs of students.

### Process 3: EAL/D Practices

Improved EAL/D practices and pedagogy evident when mapped against the School Excellence Framework.

Evaluation	Funds Expended (Resources)
EAL/D teachers continued to focus on providing support to students through analysis of data. Personalised learning plans were developed for new arrival students with targeted learning goals, which aimed to improve their acquisition of the English language. Strategies and procedures continued to be refined to ensure the accurate collection and monitoring of student EAL/D phase data and effective distribution to classroom and specialist teachers. Due to the impact of COVID-19 planned professional learning of the Teaching English Language Learners (TELL) program was unable to occur with restrictions on face to face teacher professional learning.	

## Next Steps

Teachers promote high expectations of their students that both challenge and support student learning needs, through appropriate curriculum differentiation.

In 2021 teachers will continue to use data to check and understand where students are in their learning and plan what to do next. Teachers analyse data to monitor student learning and progress to make teaching decisions. Regular data cycles will be analysed and use of Literacy and Numeracy Progressions will support teachers in identifying learning goals for students. Further professional learning on the use of the Literacy and Numeracy Progressions to deepen understanding to further support teachers in planning and utilising authentic assessment.

Implementation of the Mathematics Scope and Sequence will be a future direction school wide.



## 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.

#### Improvement Measures

Increased proportion of students demonstrating the characteristics of a successful learner, active engagement and the ability to identify and articulate personal learning goals.

Staff provide explicit formative feedback related to success criteria to support improved student learning.

School systems which facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

#### Progress towards achieving improvement measures

##### Process 1: Feedback

Implement school wide processes to ensure the delivery of explicit and effective feedback to enhance student performance .

Evaluation	Funds Expended (Resources)
All teachers participated in professional learning in the area of providing quality feedback in the classroom and engaged in refresher professional learning around the levels of feedback. Members of the leadership team attended Shell Cove Public School to gain insight into how feedback practices were implemented across a whole school context. As a result of the visit team members presented to staff peer feedback practices to be trialled in classes. Beginning teachers were provided with 1:1 professional learning around the levels of feedback to ensure all teachers had a shared understanding of the feedback process. During learning from home teachers became proficient in the delivery of timely, specific feedback through online platforms such as Seesaw, Google Classroom and Google Docs.	Additional teacher release

##### Process 2: Mentoring

Drawing on research to develop a framework and strategies for effective quality conversations which lead to improved professional practice.

Evaluation	Funds Expended (Resources)
During COVID executive staff mentored and supported teachers in the transition to learning from home. This was conducted with daily Zoom sessions and team meetings when on site. During this time, stage teams worked collegially to co-plan and program units of work that could be delivered online and put parameters in place for how feedback would be provided. Beginning career teachers were allocated one hour weekly of additional RFF and engaged in mentoring sessions with their supervisor. Mentoring support included accreditation, feedback and classroom management. Open to learning conversations continued during stage meetings where team leaders unpacked assessment data and facilitated opportunities for team members to analyse data and identify trends. From this analysis stage teams identified future directions for learning and made adjustments to teaching programs and individual teacher practice in response to student need.	Support for Beginning Teachers funding  Quality Teaching, Successful Students (QTSS) funding

##### Process 3: Athelstane Achievers

## Progress towards achieving improvement measures

### Process 3:

Draw on evidence based research to establish consistent pedagogy across the school which will instil the characteristics of successful life long learners.

Evaluation	Funds Expended (Resources)
Members of the executive team conducted teacher professional learning to revise each of our Athelstane Achievers skills. Teachers worked in stage teams to determine what each skill would look and sound like at each stage level. Teachers were shown how to use iMovie software and given time to familiarise themselves with this iPad application. They were given the between session task to plan a class video around a nominated Athelstane Achiever skill. This ensured that teachers were introducing their classes to the anchor charts and highlighting to students the characteristics of each skills. These videos were later shared at a whole school professional learning session. A school wide competition was held for students where they were set the task to design a mascot to represent 'Athelstane Ace'. Once our mascot was selected, anchor charts for each stage and skill were developed.	

### Next Steps

Conducting feedback walkthroughs to determine how effectively feedback is being provided in classrooms. Professional learning in the area of peer feedback will be required to ensure teacher capacity is developed. Developing a clear framework for teacher-student conferencing would be beneficial in ensuring that feedback processes are consistent across the school.

Structures to support mentoring practices will continue to be a priority. Use of funding to release leaders to work with teachers to focus on individual professional learning needs and quality teaching through engaging in 'Open to Learning' conversations. Professional learning with the leadership team on implementing these conversations to support teacher reflection about teaching practice and evaluating impact will support to deepen understandings.

Implementing a whole school approach to learning behaviours to foster student self-regulation in learning will continue to be a focus.



## 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.

#### Improvement Measures

Increase the proportion of parents actively engaged in their child's learning from 2017 baseline data.

Increased parent attendance at assemblies, workshops and other school events from 2017 baseline data

Further development of productive community partnerships which enhance student learning and wellbeing.

#### Progress towards achieving improvement measures

##### Process 1: Dynamic Partnerships to support transition

To establish effective partnerships, programs and procedures to ensure a smooth transition between key stages of schooling.

Evaluation	Funds Expended (Resources)
Athelstane Public School has established effective partnerships with local pre-schools, primary schools and high schools. Although many activities were unable to proceed due to the pandemic, transition programs occurred with COVID-19 safety plans. The Year 2 cohort from Arncliffe West Infants School attended two transition sessions. Professional discussions about student needs with Arncliffe West staff supported students in a smooth transition to Year 3. Kindergarten orientation was able to be held, although parents were not allowed onsite. The children engaged in kindergarten classroom visits, met teachers and experienced the school environment over three successful sessions. Year 6 students participated in high school orientations. The 'Step up' program for at risk and vulnerable Year 6 students was facilitated through our partnership with 2Connect Youth & Community. Students leaving and entering the support unit were also given opportunities to visit their new schools. Considering the restrictions that were in place for the majority of the year, the students beginning and ending their time at Athelstane Public School were given the best opportunities to ensure smooth transitions to their new school settings.	Additional Classroom teacher time  Additional School Learning Support Officer time

##### Process 2: Parents as Partners in the Classroom

Establish school wide systems and procedures to facilitate authentic opportunities for parents to become genuine partners in the education of students.

Evaluation	Funds Expended (Resources)
The parents as partners in the classroom initiative was not able to proceed in 2020. In previous years there were a number of parents who completed the PaTCH training program with the Instructional Leader in the first semester of the year. They were then able to work with teachers in the classroom to support student learning. In 2020, we were not able to begin training a new group of parents or to continue with those already trained. This was due to the COVID 19 pandemic and the restrictions placed on people entering school grounds. The position of Instructional Leader was also vacant and recruitment processes were undertaken to attempt to fill this position in 2020.	

##### Process 3: Increased Community Involvement

## Progress towards achieving improvement measures

**Process 3:** Strengthen the connection between home and school through the regular collaboration and ongoing participation within the school setting.

Evaluation	Funds Expended (Resources)
At the beginning of the year, parents, students and teachers participated in three-way interviews, where students shared their learning goals with their parents. However, for most of the 2020 school year, parents were unable to attend school events or to come onto school grounds. Staff continued to work on strengthening the connection between home and school through regular communication and the use of technology platforms such as Class Dojo, Skoolbag, Seesaw and Zoom. Teachers conducted mid-year interviews with parents over the phone, rather than in person, and students continually uploaded their learning for both teachers and parents to see. Staff checked in regularly with students and families to ensure communication lines were open and to maintain the connection between home and school.	Teacher Professional Learning for ICT

## Next Steps

Connecting and rebuilding of partnerships with the local community, pre-schools and prior to COVID-19 established business networks will be a focus. Facilitating the previous work of the Early Years Forum and strengthening transition processes will continue.

Active support and facilitation of opportunities for parents and the community to participate, collaborate and provide feedback will be a priority. Parent information sessions, surveys and focus group sessions to engage in greater collaboration about school planning and strengthen home-school connections will continue.

The establishment of a school Twitter account and social media platforms to support active promotion and broadcasting of successful events to a wider community will be utilised. Exploring possible support to translate newsletters into Mongolian to support and promote engagement of these students and their families will occur.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 545.00)</li> </ul>	Student Personalised Learning Plans developed in consultation with parents. Financial support to ensure participation of students in specific activities.
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$234 533.00)</li> </ul>	Allocations of individualised and target group interventions based on student data. Impact of interventions evaluated.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$209 755.00)</li> </ul>	Student Learning Support Officers support provided to targeted students. Additional Learning and Support teacher funded in response to student needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$69 459.00)</li> </ul>	Funding under this initiative was utilised to release school executive to work with teachers. Support was focused on goals identified in the Professional Development Process to develop teacher capacity and quality teaching practices. Due to the impact of COVID and staff working from home the side by side support and mentoring in a classroom environment moved to one in an online environment utilising technological platforms.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$198 453.00)</li> </ul>	Additional classroom teachers funded in response to student needs. Targeted financial support to ensure the students in specific programs.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 481.00)</li> </ul>	Funding utilised to support release for beginning teacher to work with mentor each week.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	182	158	182	170
Girls	164	157	164	166

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96	94.4	93.5	93
1	93.1	95.5	93.2	85.1
2	93.5	93.3	90.9	82.9
3	92.4	92.7	93.8	87.6
4	93.5	94.1	92.4	90.1
5	94.1	92.8	91.8	87.6
6	92.9	94.7	91.8	87.9
All Years	93.5	93.8	92.5	88
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.



Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.02
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	6.92
Other Positions	2

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,146,029
<b>Revenue</b>	4,637,800
Appropriation	4,544,573
Sale of Goods and Services	16,244
Grants and contributions	74,087
Investment income	1,076
Other revenue	1,819
<b>Expenses</b>	-4,419,231
Employee related	-3,987,279
Operating expenses	-431,952
<b>Surplus / deficit for the year</b>	218,568
<b>Closing Balance</b>	1,364,597

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.



## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	27,669
<b>Equity Total</b>	644,285
Equity - Aboriginal	1,545
Equity - Socio-economic	198,453
Equity - Language	234,533
Equity - Disability	209,755
<b>Base Total</b>	3,101,990
Base - Per Capita	89,833
Base - Location	0
Base - Other	3,012,157
<b>Other Total</b>	676,043
<b>Grand Total</b>	4,449,988

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.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

In 2020, students, parents and teachers were invited to participate in the Tell Them From Me survey throughout the year. It provides opportunities for our key stakeholders to share their opinions and provide feedback to the school on teaching, learning and wellbeing.

The Tell Them From Me survey was completed by students in Years 4, 5 and 6. The results from this survey demonstrated that students at Athelstane Public School felt that there was a strong emphasis on academic success and high expectations for all students to succeed. They felt that important concepts were taught well and class time was used efficiently. Responses from students exceeded the state norms in the majority of areas surveyed including positive behaviour at school and advocacy at school. The data also highlighted a considerably lower percentage of students at Athelstane Public School in comparison to state norms, felt that they were not subjected to moderate to severe physical, social, verbal or online bullying. In terms of student experiences with learning at home, there was a positive response to students receiving feedback from their teachers. Students acknowledged that they were proud to say they attend Athelstane Public School.

The 'Partners in Learning' parent survey was completed by parents during Term 3 in 2020. When compared to state wide data, the feedback clearly demonstrated that Athelstane Public School is exceeding the NSW government norms in all areas. The responses from parents indicated that parents are informed and feel welcomed as part of the partnership between school and home. Parents agreed that at Athelstane teachers support learning in order for students to succeed and that they support positive behaviour. 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.

The 'Focus on Learning' teacher survey focused on the eight drivers of students learning whilst the second part examined the four dimensions of classroom and school practices. When surveying teachers, school means were overwhelmingly higher in the areas of leadership, collaboration and teaching strategies. This demonstrates the collaboration between all stakeholders in planning teaching and learning that supports all learners and builds capacity in teachers to engage students whilst improving student learning outcomes.

When surveying the four dimensions of classroom and school practices, the responses provided by staff demonstrated scores above the NSW mean across all dimensions. This affirms that teaching at Athelstane Public School is characterised by establishing high expectations and teaching that is planned to ensure learning is differentiated and that timely feedback is provided to support students in reaching established learning goals.



# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Other School Programs (optional)

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### Early Action for Success

In 2020 Athelstane Public School continued in the Early Action for Success (EAFS) initiative. Early Action for Success is part of 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 student progress in literacy and numeracy has over time at Athelstane Public School seen tremendous impact and improved student outcomes and teaching practices. The Deputy Principal, Instructional Leader works shoulder to shoulder with classroom teachers and the school leadership team to build capacity in literacy and numeracy pedagogical practices. In 2020 the position of Deputy Principal, Instructional Leader was unfilled and the recruitment process was undertaken with success at the end of Term 4.

### Learning At Home

During the time when it was safer for students to be at home instead of school, the teachers at Athelstane continued to provide students with learning experiences with the aim of ensuring some continuity of learning. The planned learning catered to students who had access to devices and technology at home and for those who preferred to work on paper. Teachers engaged students and parents in learning through the use of Google Classroom, Seesaw and ClassDojo. Zoom was used for teachers to check-in with students' wellbeing and to provide feedback on learning from home. Online learning allowed for timely feedback as part of the learning process.

During the learning from home period it was particularly important for the learning support team to reach out to vulnerable parents and students to ensure they were safe and well. Athelstane Public School's Learning Support Team (LST) continued to proactively support the learning and wellbeing of students across the school. The learning support team were also aware that the wellbeing of staff was paramount during this unprecedented time in education. The



Athelstane Public School community rallied together with students, staff and parents working collaboratively through this period to ensure students were safe while continuing on their learning journey.

During the course of 2020 class teachers continued to refer students to the LST who were of concern with individual needs in regard to academically, socially, emotionally, physically or with complex medical conditions. The LST also addresses student attendance and engagement issues as well as new enrolment applications to the school. In 2020, the LST received 43 referrals from classroom teachers and managed an ongoing caseload.

### **Premier's Challenges**

The Premier's Reading Challenge is a statewide initiative that asks students to read a set number of books over a period of time and to record their efforts online. The Challenge aims to improve literacy while encouraging children to read for pleasure. In an effort to support students during remote learning from home, coordinators of the Challenge increased the number of choice books students could read as access to school and public libraries became limited. Despite all obstacles, we had another successful year here at Athelstane Public School with 182 students completing the Challenge and many more gaining valuable research and technology skills along the way.

In 2020, Athelstane Public School participated in the annual Premier's Sporting Challenge during Term 3. Students were encouraged to engage in physical activity and to keep track of their activity levels throughout the week. Teachers also participated in this challenge to further boost their own physical activity. At the end of the challenge, students and staff were awarded certificates based on their successes as well as encouragement awards for those who needed it. The Athelstane community looks forward to participating in this challenge again in 2021.

### **Sporting Schools**

Sporting Schools is a \$280 million Australian Government initiative designed to help schools increase children's participation in sport and connect them with community sport opportunities. Sporting Schools programs are provided free to children and their families to help students build the confidence and capability to be active for life.

In 2020, Athelstane Public school was successful in receiving 3 rounds of funding. In Term 1, due to Covid-19 and the restrictions with external visitors we received an amount of money which was used to purchase a range of sporting equipment to enhance our physical education programs. During Term 3, Stage 2 and 3 students participated in a 7-week soccer program delivered by a professional coach from Sydney FC with the aim of enhancing skills. Term 4, saw students from Stage 1 and 2 engage in an 8-week Aussie Hoop basketball program delivered by St George Basketball Association.

Sporting Schools funding has made a significant impact on our school. It has also catered for students with moderate/mild intellectual and physical disabilities. The funding has provided all our students the opportunities to get active, engaged and have lots of fun while improving their skills in a variety of sports. The benefits of the program all support students in learning valuable social skills and skills that are important in the personal development of students, like cooperation, teamwork, self-confidence, and perseverance.

### **Transition Programs**

The Kindergarten Transition Program at Athelstane Public School has ensured a strong and successful start to school for our Kindergarten students. The transition program consisted of 3 consecutive sessions in Term 4, 2020. Kindergarten students engaged in a wide range of activities with their peers. Teachers and support staff gained valuable insight into student's interests and needs through observations and interacting with the children. These observations centred around a range of skill areas including literacy and numeracy, self-regulation, coping strategies as well as fine and gross motor skills. Due to COVID-19 restrictions that were in place at the time of transition, parents were unable to partake in information sessions. A Google Site was set up to ensure parents had access to important information pertaining to transition into Kindergarten. Each week parents were also given parent packs that addressed school policy and procedures and highlighted important dates.

Year 2 to 3 transition program occurred in Term 4 with students from Arncliffe West Infants School attending a number of transition sessions at Athelstane. These sessions are designed for our new students to become familiar with their new school environment, teachers and classmates. In these sessions, students undertook a variety of Creative Arts activities including music and visual arts and shared stories about themselves and their families. They also wrote some wonderful information about themselves and their goals for when they started Year 3. This is a great opportunity for staff at Athelstane to work closely with those at Arncliffe West and ensure a smooth transition for our new students.

Step Up is a government funded transition program that targets students in Year 6 who are considered to be 'at risk' as they transition to Year 7. The program is delivered by 2Connect Youth & Community. In 2020, the Step Up program engaged 15 students from Year 6 where they were lead by a Youth Worker from 2Connect who focused on important skills such as: dealing with change; being respectful; being accountable; where to go for help and resilience. It provided the targeted students with much needed strategies and skills that will be required as they enter high school. 2Connect Youth & Community will also follow up with the students in Year 7 as a 'check-in' to assess how they are coping with the

challenges of high school. The feedback from students about the program is that it gave them confidence and eased their anxiety about the uncertainties of leaving primary school and entering high school. They believed that the program while offering them support and strategies also provided them with what to expect in high school. Step Up is a highly valued program for our Year 6 targeted students.

In 2020, the support unit had six students exiting primary school and two students moving to schools in other areas. Although COVID-19 made it more difficult for transitions to occur, all students were able to visit their new schools before the first day of enrolment. Athelstane Public School continues to foster relationships with our local high schools with support units to ensure our students have a smooth transition into high school.

## **Events successfully held in 2020;**

### **Book Week**

Book Week is not only a celebration of books, but of the rich connections our students make with their world through stories and storytelling. The Book Week theme for 2020 was "Curious Creatures, Wild Minds" and we were fortunate to have been able to facilitate a variety of activities for our students with a special focus on quality children's literature. We commenced Book Week with our Book Fair which was a huge success, despite COVID-19 restrictions. We were able to have a Book Character Dress-up Day which allowed students to view literature and reading as a pleasurable activity and was a great deal of fun. We also held a book cover competition where students were asked to design a cover with the book title, "Curious Creatures, Wild Minds". The quality was outstanding and demonstrated the artistic and creative ability of our students. We were fortunate to host children's author and comedian, Oliver Phommavanh, who engaged students with his hilarious stories and made all the children laugh while sharing writing tips and a love of reading. While our celebrations looked a little different in 2020, our students, parents and carers all rallied around and made it amazing.

### **Gymnastics**

In Term 3 2020, students participated in the Fit Futures gymnastics program adhering to COVID-19 guidelines. The Fit Futures program is designed to give every child the best gymnastics experience at school. Fit Futures program works on fundamental movement skills, decision making, interpersonal skills and composition. The teaching focuses on healthy lifestyles, wellbeing, positive relationships as well as safety. All students learn the progressions of gymnastics while developing a broad range of skills in a fun learning environment. The focus is to support students to become more self-assured, expressive, sociable and imaginative while they learn how to work independently and collaboratively on equipment. The equipment used was the parallel bars, high bar, mini tramp, wedges, beams, boxes and gym mats. The students enjoyed the program and improved their knowledge and skills in gymnastics.

### **Life Education**

In Term 1 2020, students participated in Life Education lessons. The lessons took place in the Life Education van which is parked onsite for two weeks. Each lesson was an hour long and the students were very excited to meet Healthy Harold.

Life Education offers face-to-face delivery of an essential curriculum-based program empowering children to make safe and healthy lifestyle choices. Their approach to health is holistic as it promotes students physical, social and emotional wellbeing. The programs empower children and young people with knowledge, skills and attitudes they need to make informed decisions about their health.

The programs work towards stage appropriate outcomes of the NSW curriculum. The programs that our students engaged in were: My Body Matters, Harold's Friend Ship, Safety Rules, Growing Good Friends, All Systems Go, Cyberwise and Decisions.

### **Public Speaking**

Public Speaking continued to play an important role in developing confident and articulate speakers at Athelstane Public School in 2020. All students participated in classroom-based speaking and listening activities, including the Stage Public Speaking competitions. The winner of the Stage 3 competition competed in the Beverley Hills Network Public Speaking Competition via Zoom. Each contestant delivered their winning prepared speech and an impromptu speech on an unknown topic. This year the topic was "Surprises".

### **Stage 3 Camp**

In a year where events were restricted due to COVID-19, Stage 3 were very fortunate to attend The Great Aussie Bush Camp in Term 4 of 2020 by adhering to COVID-19 health and safety guidelines. We had sixty three Year 5 and 6 students attend the three day camp in Kincumber. During the camp experience, students had the opportunity to participate in a range of activities that challenged them to stretch out of their comfort zone. Some activities included the giant swing, high ropes, canoeing, archery, power fan, commando and mud run. Over the three days, students were able to develop their resilience, independence and peer relationships as they spent time away from home.

