Our school at a glance

**Students**

The student body comprises 73% from a non-English Speaking Background (NESB).

Our enrolment at the end of 2012 was 391 which included 191 boys and 200 girls. On average 95.4% of students attended school each day. This was similar to daily attendance in 2011. In 2012, we had 16 mainstream classes.

The student leadership this year has been dynamic with many innovations. The student body has achieved at a very high level in many activities as has been highlighted in this annual school report.

**Staff**

The staff work as a collegial team to ensure school targets are met and students are provided with quality teaching. The teachers were involved in many professional development initiatives, with Mathematics as their main focus. As a result, improvements were noted for all students in 2012.

The executive consist of three Assistant Principals and one relieving Assistant Principal. Assistant Principals are responsible for stage groups, student welfare and target areas within the school plan.

All teaching staff met the professional requirements for teaching in NSW Public Schools.

**Significant programs and initiatives**

In addition to our daily quality classroom experience the school ran a number of programs providing increased learning opportunities for students. These included:

- An extensive Kindergarten Transition and orientation program.
- Establishing a weekly playgroup.
- A wide range of opportunities for enrichment and extension for students through participation in various external academic competitions.
- English as a Second Language (ESL), Reading Recovery, trialing the L2 program and support programs for students with additional learning needs.

- Community languages in Arabic and Macedonian and a Language Other than English German program.
- Student leadership and well-being programs including elevating the profile of the Student Representative Council (SRC), Seasons for Growth and a comprehensive Values Education focus.
- Multicultural Educational and Aboriginal Education programs.
- Sport, creative arts, public speaking and debating, environmental education including vegetable garden and cooking programs.
- Participation in the Premiers Reading and Sporting Challenge.
- Band and Choir workshops and presentation at school and community events.
- An increasing range of technology programs including an ipad trial and Connected Classroom projects.
- Citizenship opportunities including Anzac Day and Remembrance Day services.
- Student participation in a range of excursions and incursions linked to teaching programs.
- Before and After School Care.

**Student achievement in 2012**

**Literacy – NAPLAN Year 3**

In reading, 61.6% of Year 3 students were in Bands 4, 5 and 6. Year 3 (Girls-28 students) have improved by 38 scale scores from the 2011 data in the test aspect of Spelling.

In Writing, 77% of Year 3 students were in Band 4, 5 and 6 with no students in Band 1. Year 3 girls scored 6.2 points above State average with 85.7% in Bands 4, 5 and 6.

In Spelling 83.6% of Year 3 students were in Bands 4, 5 and 6 which is 7.9 points above State average. Year 3 boys scored slightly higher than Year 3 girls.

In Grammar and Punctuation, 73% of Year 3 students were in Bands 4, 5 and 6 which is slightly below the Stage average of 74.7%.
Numeracy – NAPLAN Year 3

In Numeracy, 66.7% of students were in Bands 4, 5 and 6 which matches the state average. Year 3 boys performed better than the girls and were 3 points above the state average.

Literacy – NAPLAN Year 5

In Reading, 36.8% of students were in Bands 7 and 8 which is slightly above State average of 35.1%. Year 5 girls scored 3.2 points above state average. Year 5 boys are 29 points above the state average growth Reading.

In Writing, 21.1% of students were in Bands 7 and 8 which is slightly below the state average of 23.2%. Year 5 girls scored 3.3 points above state average.

In Spelling, 43.9% of students were in Bands 7 and 8 which is slightly below the state average of 23.2%. Year 5 girls were 25 points above state average.

In Grammar and Punctuation, 38.6% of students were in Bands 7 and 8 which is above the state average of 35.2%. 41.2% of Year 5 girls were above the state average.

Principal’s message

I am pleased to provide you with the 2012 Annual School Report which describes many of the achievements made and initiatives introduced into the school during the year. It shows the success of the students and staff in meeting most of the teaching and learning targets set for the year in the areas that were targeted for improvement. I am always keen to have feedback from parents and the wider community about any aspects of this report and the ways we can build on the success of the school’s programs and organisation as we commence 2013.

2012 was a significant year for staff change. I would like to acknowledge our former Principal Mr. Stephen Vrachas for the excellent learning community that he established as Principal of Arncliffe Public School. He actively promoted strong professional development for staff which transferred into the classroom as Quality Teaching and therefore Quality Learning for all children. Mr. Vrachas accepted the Principalship at Strathfield South Public School and on behalf of the school community I thank him for his leadership at APS and wish him, and the community at his new school, the very best.

I would also like to acknowledge the outstanding leadership of Mrs. Mary Morris and Mrs. Olivera Mateski, both Assistant Principals at Arncliffe. Mary, after excellent service, commitment and practice, retired from teaching. Olivera was acknowledged through the merit selection process as an extraordinary leader and teacher and accepted the position of Deputy Principal of Carlton Public School. On behalf of the school community I would like to thank both Mary and Olivera for ensuring that strong leadership and educational practice impacted greatly on the learning environment and culture of our school.

My appointment as Principal at Arncliffe Public School commenced in Term 2, 2012. The first priority was to build a dynamic and committed Executive Team. The school welcomed Melissa Cameron, Mikala Junee and Silvia Pavlovski as Assistant Principals. They bring excellent pedagogy, enthusiasm, leadership and organisational skills to fulfill the role of Assistant Principal, catering to the learning needs of the 21st century learner. Two new permanent classroom teachers were also appointed in 2012. Camilla Middlemiss and Sarah Woodcroft are dedicated young teachers who, throughout the year displayed exemplary skills within the classroom and beyond.

2012 was a successful and busy year at Arncliffe Public School. Our students enjoyed a range of educational opportunities in a safe, caring and attractive environment.

Through a strong focus on literacy and numeracy education we saw improvement in student learning outcomes across the school and this was reflected in national testing results. I am pleased to report that there was as an excellent improvement in growth in literacy and numeracy for our Year 5 students.

The school Band committee organised the wonderful production of Let’s Get Loud. Students, teachers and parents performed on stage to a capacity audience in the school hall. The performances allowed the school community to work together for a common goal. The evening
was an outstanding cultural event that was much enjoyed and applauded.

The school’s effective welfare and discipline program saw a strong focus on our school values and citizenship throughout 2012 in preparation for the introduction of the Positive Behavior’s for Learning Program to be launched in 2013. Procedures for the election of school leaders were reviewed and enhanced with further recommendations to be undertaken during 2013.

Students enjoyed many sporting activities throughout the year. A highly successful Athletics program was trialed for Primary students. The success of the program has seen it expanded to be a K-6 program in 2013 as well as introducing the Gymnastics: Dance and Movement component. The students K-6 participated in the Premier’s Sporting Challenge and the Live Life Well program will ensure the focus on Crunch and Sip and Healthy Life Choices is a priority for the school.

The P&C Association continued to support the school and have been involved in decision making and fundraising events. Their support is much appreciated by the entire school community.

I have very much enjoyed leading this vibrant school community in my first year as Principal and I look forward to many more successful years working for this school community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Pamela Ladd
Principal

P & C and/or School Council message

It is my pleasure to report to you on what the P&C have discussed and achieved throughout 2012. The dedication, hard work and commitment of not only the Committee itself, but of course the many other parents who generously give their time to help support our school community is wonderful.

Our Executive Committee for 2012 were:
President - Kerryn Coldrey
Vice President - Rachel Maiden
Treasurer - Helena Kelly
Secretary - Maree Edwards

We congratulated Ms. Pam Ladd on her appointment as Principal and welcomed her enthusiasm and support of the P&C and the various sub-committees. At our meetings, MS Ladd was able to provide the P&C with updates on school programs and also seek our feedback on issues relating to students and families at Arnciffe PS.

Various fundraising and social activities were conducted throughout the year including Easter Hat Parade, Mothers’ Day, Father’s Day, Athletics Carnival Canteen, Entertainment Book Sales, 2nd Hand Uniform Sales, Sausage Sizzles, Gelato Stalls and finally our Christmas Raffle.

So, what did the P&C spend the monies raised on? We purchased a new BBQ ($700), Library Shelving ($5,500) to complete the refurbishment and funding for a Cartoonist ($1600) to conduct student workshops in the preliminary stage of the Positive Behaviours for Learning (PBL) program. Earmarked for early 2013 is approx. $500 for a Greenhouse to assist our Garden Club with expanding their cultivation and propagation activities - the kids will really enjoy that!

School Banking continued this year and although participation has dropped a little, Mrs. Rowena Irish and her band of volunteer coordinators cheerfully met students each Friday morning to process deposits and exchange tokens for prizes.

Thank you to Ms. Ladd, the teachers, admin staff, Executive Committee and of course all of the volunteers (parents and carers) who have provided me with support and involvement throughout the year. Without you the P&C would not be as successful nor be able to benefit our students - our main priority.

All parents are welcome and encouraged to attend our meetings, held on the 1st Tuesday each month during school terms. We look forward to seeing you and hearing your ideas for 2013!

Kerryn Coldrey
P&C President
Student representative’s message
This year the Student Representative Council (SRC) has been extremely busy organizing special events, fundraisers and new programs for our students.

This year Arncliffe Public School sponsored a new sponsor child from World Vision. Her name is Nur Laily Aminullah and she lives in Indonesia. She loves to draw and she is very artistic. The SRC came up with the idea of holding a fundraiser, which we called Smiles Day. On Smiles Day we all came to school in mufti clothes (along with our smiles, of course!) gave a one dollar donation and also sold cupcakes. All the money raised went towards giving Nur Laily the opportunity to go to school and have access to clean water.

The SRC also held two art competitions. The first competition held was to come up with a new Logo for the SRC itself. With a lot of great entries, it was a hard choice to choose the winning logo but Olivia P from 5/6D got our votes! We also held a competition for our first school concert. We had to design a poster to advertise the concert. After a lot of careful consideration and a lot of hard thinking, the SRC chose one overall winner, Batoul A from 5/6M and 16 winners from each class.

2012 has also seen the introduction of Pizza with the Principal. Every term eight lucky SRC reps get to meet with the principal to have pizza and discuss ideas the SRC have for the following term.

We have a new notice board near the primary toilets and the YMCA room. We put information on the board about our upcoming events and fundraisers in order to have clear communication within our school and community. We also have our logo up there permanently and any updates on our sponsor child.

Our last SRC fundraising event for this year was the SRC Christmas Wishing Tree. Students from K-6 donated new gifts that they bought from shops. Our stunning Christmas Tree is located in the office and we had such a wonderful response. We had over five large boxes of gifts which were taken to the Salvation Army who gave the gifts to children in our community who are less fortunate than us.

As you can see, the SRC have been extremely busy and very enthusiastic about our programs and we look forward to next year!

By Grace A - Prefect and SRC representative, 2012

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
Enrolments have been consistent over the past 6 years with the school population of 389 in 2012.

### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.6</td>
<td>95.1</td>
<td>95.9</td>
<td>95.0</td>
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<tr>
<td>1</td>
<td>96.4</td>
<td>95.6</td>
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<td>2</td>
<td>95.9</td>
<td>96.6</td>
<td>96.1</td>
<td>95.5</td>
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<tr>
<td>3</td>
<td>95.5</td>
<td>96.1</td>
<td>97.4</td>
<td>95.6</td>
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<td>4</td>
<td>96.1</td>
<td>96.0</td>
<td>96.2</td>
<td>96.0</td>
</tr>
<tr>
<td>5</td>
<td>95.1</td>
<td>95.6</td>
<td>94.7</td>
<td>95.1</td>
</tr>
<tr>
<td>6</td>
<td>95.8</td>
<td>95.6</td>
<td>96.1</td>
<td>93.7</td>
</tr>
<tr>
<td>Total</td>
<td>95.8</td>
<td>95.8</td>
<td>96.1</td>
<td>95.4</td>
</tr>
</tbody>
</table>

### Management of non-attendance

Class rolls are marked daily. Students who display regular non-attendance patterns are carefully monitored by the Learning Support Team (LST) and referred to the Home School Liaison Officer (HSLO).

### Class sizes

Primary classes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit conducted in March.

### Structure of classes

Smaller class size in Kindergarten resulted from the Reduction in Class Size Government Policy.

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### Arncliffe Public School

#### Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 KL</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>02 KM</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>03 KP</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>04 1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>05 1R</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>06 1/2C</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>06 1/2C</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>07 2K</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>08 2S</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>09 3C</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>10 3D</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>11 3/4B</td>
<td>3</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>11 3/4B</td>
<td>4</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>12 4C</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>13 4/5A</td>
<td>4</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>13 4/5A</td>
<td>5</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>14 5/6J</td>
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<tr>
<td>14 5/6J</td>
<td>6</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>15 5/6D</td>
<td>5</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>15 5/6D</td>
<td>6</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>16 5/6M</td>
<td>5</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>16 5/6M</td>
<td>6</td>
<td>13</td>
<td>30</td>
</tr>
</tbody>
</table>

### Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13.0</td>
</tr>
<tr>
<td>Primary Part –Time Teacher</td>
<td>0.7</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.672</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>Primary Community Languages Teacher</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher Learning Support</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Teacher – Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Head Teacher – Suspension Centre</td>
<td>1.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>27.897</td>
</tr>
</tbody>
</table>
Staff retention

Arncliffe Public School has an experienced and stable staff of permanent teachers supplemented by a solid team of temporary and casual staff. At the end of 2011 one Assistant Principal retired, one Assistant Principal was promoted to Deputy Principal and the Principal was appointed through merit selection to a new school. As a consequence in 2012 a new school Principal was appointed in Term 2 vacating an Assistant Principal position. Three new Assistant Principals were appointed through merit selection and two new classroom teachers were also appointed.

Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools. All staff at Arncliffe Public School undergo extensive and ongoing professional development as part of their regular teaching duties. All teachers attend school-based and online training, courses facilitated by the DEC and training provided by outside agencies and companies.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$417,319.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>$206,015.81</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$76,959.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$197,630.94</td>
</tr>
<tr>
<td>Interest</td>
<td>$27,320.54</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$705,656.04</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$1,213,582.81</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | $126,807.27|
| Excursions                 | $35,207.59 |
| Extracurricular dissections| $90,517.99 |
| Library                    | $21,300.22 |
| Training & development     | $13,854.52 |
| Tied funds                 | $54,683.02 |
| Casual relief teachers     | $49,506.85 |
| Administration & office    | $64,534.14 |
| School-operated canteen    | 0.00       |
| Utilities                  | $21,322.12 |
| Maintenance                | $29,991.53 |
| Trust accounts             | $193,489.42|
| Capital programs           | $31,634.00 |
| **Total expenditure**      | $732,850.67|
| **Balance carried forward**| $898,051.90|

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

In 2012 a specialist teacher was employed for three days a week to focus upon the development, appreciation and enjoyment of drama, dance and music skills, as well as providing opportunities to experience performance.

All students took part in items in Education Week performances as well as selected students performing at Westfield’s Hartsville.

Sixty six students represented the school in Wakakirri, a state wide story dance competition. This year we performed “Reflections of Midnight” and as always, there was a special focus on inclusion as well as environmental sustainability.
Four students auditioned and were selected for Create South’s “Be Prepared” and four students were selected for Create East’s “Bush Town.” These are Gifted and Talented initiatives by the Department of Education and involve developing and performing a musical over three days.

This year we attempted an entry into “Film by the Sea.” Although we missed the entry date, we eventually premiered the short film and hope to capitalize on this experience next year.

We once again attended a truly inspiring performance at the Seymour Centre “Bindjareb Pinjarra” attended by Years four, five and six.

Early Stage One and Stage One held an end-of-year concert about Christmas to showcase celebrations and Stage One performed the overture to “Nightmare before Christmas” and each Stage Two class presented individual items to add to the celebrations. This concert also includes wonderful performances from the Arabic, Macedonian and German language groups.

Every second year Stage Three create and perform a musical, which includes all students. This year’s musical called “Heavens Above” provided opportunities to display many and varied skills, as well as learning about stage craft.

Our “Star Search” competitions offer students opportunities to showcase their individual talents and hone their creative skills.

Mrs Joanne Roseberry

School Band

Arncliffe Public School has continued to enthusiastically support an instrumental music program that includes a Training Band, String Group, Recorder Ensemble, Junior Music Group and Guitar Groups as well as private and small group tuition on a broad range of instruments. These groups and lessons are organised and managed on a not-for-profit basis by a subcommittee of the school’s P&C Association.

The Training Band comprises of children from Years 3 to 6 with students playing a variety of instruments, including clarinet, flute, trumpet, trombone, saxophone, French horn, bass guitar, drums and percussion. Throughout the year the Training Band have performed at all the school’s special events, including Education Week, the Easter Hat Parade and Book Week.

The school was thrilled when the Training Band and Senior Choir were invited to perform at the opening of Woolworths’ new Wolli Creek store. It was a very special occasion and the school was very proud of their impressive performances. They also performed at Westfield Hartsville during Education Week and joined other local school bands at the Beginner Band Blow-in – an exciting excursion where they could meet peers from other schools in a non-competitive but musically challenging environment. Finally, the Training Band’s participation in the Engadine BandFest competition won a “Gold” award. This is a great honor for a band that has been established less than 18 months but also shows what talented students we have at Arncliffe Public School.

The String Group was a new addition to the Instrumental Music Program, commencing rehearsals in Term 2, 2012. It comprises of children from Kindergarten to Year 6, playing a range of instruments from violin, viola and cellos and is supported by keyboard and bass guitar players. The String Group made its debut at the schools’ end of year Let’s Get Loud concert with an impressive performance that showcased the range of musical talents in this group.
Students that participate in the Recorder Ensemble (Year 2) and Junior Music Group (Year 1) play a range of tuned and un-tuned percussion as well as recorders and other exotic instruments. They showcased their musical skills at the Let’s Get Loud concert – a terrific effort for such young students.

The Guitar Group continued to expand in popularity. First formed 12 months ago with one group of 4 students, there are now 16 students learning guitar in small, informal groups. Guitar Groups, whilst not set up for performance work, did in fact take the opportunity to perform as an ensemble at the Let’s Get Loud concert.

Let’s Get Loud, the school’s first night time performing arts event, showcased many of the performing arts opportunities available at the school, including school choirs, dance groups and individual performers as well as all the groups encompassed by the Instrumental Music Program. The “one night only” event sold out and was highly praised by the community, teaching staff and indeed the students, as an ambitious and magical night that demonstrated a great breadth of talent and was above all, great fun for all involved. A highlight was the Community Choir, a new collaboration between teachers and parents, which was thoroughly enjoyed by all and will continue to perform at future events.

The Instrumental Music Program is coordinated by a Band Committee comprised of a small group of volunteer parents. During the year the Band Committee coordinated all performances and excursions, sewed new band uniforms (material donated by the school), and raised money for the program by hosting a Bunnings BBQ and seeking community donations. The Committee also established and coordinated the end of year Let’s Get Loud concert. Set up funding from the P&C and the school enabled the initial purchase of important equipment for the program. Subsequent fundraising by the Band committee has continued to keep costs to families to a minimum. As a result the program runs at approximately half the cost to parents as comparable programs in other schools.

Ms Rachael Maiden and Ms Anne Murphy

Choir - Senior

Arncliffe Public School has long been known for its talented Senior choir which is made up of students from Years 3 to 6. The Senior Choir rehearses every week and has added many challenging and entertaining songs to their repertoire this year. The choir was fortunate enough to be accepted into the 2012 Sydney Region Music Festival which involved a lot of dedication and hard work on the student’s behalf and culminated in a spectacular performance at the Opera House in September. The Senior Choir has performed at many school events throughout the year including assemblies, Presentation Day, and Education Week, where they were also invited to sing at Hurstville Westfield. The Senior Choir was invited to perform at the opening of Woolworths’ new Tempe store, which was a wonderful experience. It has been a highly successful and enjoyable year for Senior Choir and we look forward to the challenges and experiences awaiting us in 2013.

Ms Claire Berry

Debating

Debating has always been a valued part of Stage 3’s Talking and Listening Program. All Stage 3 children are given the opportunity to participate in a range of activities to enhance their skills in Debating and are involved in the debate preparation. A Debating Squad, consisting of 16 interested and committed students entered the Sydney Region Debating Competition. Both of our
teams were successful in many debates and our Year 5 team advanced to the semi-finals. All of our debaters gained much from their involvement in Debating and continued to refine and hone their Debating skills.

Mrs Margaret Dolso

Public Speaking continued to be a valued part of our school curriculum. In Semester 1 students from Stages 2 and 3 participated in the Multicultural Perspectives Public Speaking Competition. Two of these students then represented the school at a Sydney area final. Additionally all students from K-6 participated in classroom public speaking activities. This program culminated in a whole school Public Speaking competition where a speaker from each stage was selected to represent the school at the Inner West Network and Geographically close Network 8 Schools Public Speaking Competition. The speaking skills and confidence of the students have continued to improve.

Mrs Melissa Cameron

Library

This year has seen many changes for Arncliffe Public School library and many successful programs and visitors to the school through the library program. This has been especially timely considering that 2012 has been the National Year of Reading!

The most visible change has been the refurbishment of the library. This took place in two parts with first the fiction and junior fiction sections of the library receiving an overhaul and then the non-fiction and reference sections of the library also receiving new shelving. Special thanks must be made to the P&C for their generosity and help in making this happen.

The new shelving has meant a brighter, more user friendly library that has resulted in an increase in student reading and borrowing and also an increase in the range of books being borrowed. It has also meant an increase in lunchtime visitors to the library as students come to read, play games or just hang out.

Book Week was a huge success this year. Weather was kind and the book week parade took place under a sunny sky. In memory of the death of Maurice Sendak, we had a “Where the Wild Things Are” theme this year and the students and teachers all looked fantastic as Wild Things! The parade was followed up with the whole school community sharing in a reading of Where the Wild Things Are. Students then paired up with buddies in the playground to share more stories. As one teacher commented, it was fantastic to see over four hundred students all on task and all sharing the joy of reading.

As part of our celebrations, we had two authors visit the school this year. Moya Simons, author of over thirty children’s books including Camel Face and Tomato Sauce, Of Course, spoke to the students about how she became an author and how she gets her inspiration for new books.
Ruben Meerman, aka The Surfing Scientist, thrilled and engaged students with his experiments and environmental messages. His visit has reinvigorated a school wide interest in all things science and his books have been in high demand in the library ever since!

This year also saw our most successful book fair ever. There was a great range of books offered and sales raised over $900 for new books for our library.

Thanks to our school community for embracing Book Week and making it the success it was.

The Premier’s Reading Challenge was also a great success this year with 130 students successfully completing the challenge, up from 46 students last year. This program encourages and promotes the regular reading of quality literature and improves student literacy outcomes.

Within the library program, students have undertaken research into ancient civilisations, taken an in-depth look at visual literacy and learnt how to keep safe when using the internet. There have also been many shared stories throughout the year as students read the CBCA shortlisted books and many other quality books. The library has also acquired a valuable resource in World Book Online for students and their families to take advantage of both at school and at home.

Mr Joseph Neufeld

Sport

2012 was one of Arncliffe Public School’s most successful on the sporting field. The school held successful swimming, cross country and athletics carnivals where all students participated and demonstrated their sporting skills. All students were involved in weekly sports and physical education programs where the focus continued to be on improving fitness skills and the life-long enjoyment of sport.

2012 also saw the introduction of an Athletics Program at Arncliffe Public School. Students from Years 3 to 6 participated in weekly lessons where valuable skills and techniques were taught by trained instructors from ‘Got Game’. This was an extremely engaging and successful program, which was evident with the increased participation and improved results at the school’s Athletics Carnival.

In 2012 Arncliffe Public School entered the Premier’s Sporting Challenge with each child recording their physical activity over a 10 week period. As a result of this program the school was able purchase additional sport equipment to be used across the school.

This year also saw students from Years 1 to 6 participating in a Gymnastics Program. The program ran during school sport on a Friday morning and children who participated were able to develop various gymnastic techniques.

2012 was the year of the London Olympic Games.

It was also the year of the Arncliffe Public School Olympic Day. All students participated in an opening and closing ceremony, complete with Olympic torch and cauldron and a variety of sports activities.

Over 130 students in Years 3 to 6 participated in Primary School Sports Association (PSSA) competitions. These teams included: softball, netball, soccer and oz-tag. Special acknowledgement should go to our senior boys’ soccer team who were minor premiers, our senior girls’ softball team who were senior
premiers and our senior girls netball team who made it to the grand-final. Interest in tennis continued to build with over 40 students participating in weekly tennis lessons this year.

The swimming program continued to be a worthwhile and valuable program this year. Students continued to develop their water awareness and skills.

Mrs Camilla Middlemiss

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy: NAPLAN Year 3

In Writing, 77% of Year 3 students were in Band 4, 5 and 6 with no students in Band 1. Year 3 girls scored 6.2 points above State average with 85.7% in Bands 4, 5 and 6.

In Spelling 83.6% of Year 3 students were in Bands 4, 5 and 6 which is 7.9 points above State average. Year 3 boys scored slightly higher than Year 3 girls.

In Grammar and Punctuation, 73% of Year 3 students were in Bands 4, 5 and 6 which is slightly below the Stage average of 74.7%
In Reading, 36.8% of students were in Bands 7 and 8 which is slightly above State average of 35.1%. Year 5 girls scored 3.2 points above State average. Year 5 boys are 29 points above the state average growth Reading.

In Writing, 21.1% of students were in Bands 7 and 8 which is slightly below the state average of 23.2%. Year 5 girls scored 3.3 points above state average.

In Spelling, 43.9% of students were in Bands 7 and 8 which is 2.9 points above state average. Year 5 girls were 25 points above state average.

In Grammar and Punctuation, 38.6% of students were in Bands 7 and 8 which is above the state average of 35.2%. 41.2% of Year 5 girls were above the state average.
In Numeracy – NAPLAN Year 3

In Numeracy, 66.7% of students were in Bands 4, 5 and 6 which matches the state average. Year 3 boys performed better than the girls and were 3 points above the state average.

In Numeracy – NAPLAN Year 5

In Numeracy 26.8% of students were in Bands 7 and 8 which is slightly below the state average of 31.2%.
Progress in numeracy

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>89.3</td>
<td>97.6</td>
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<tr>
<td>2009-2011</td>
<td>88.1</td>
<td>98.1</td>
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<tr>
<td>2010-2012</td>
<td>98.9</td>
<td>103.8</td>
</tr>
</tbody>
</table>

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Throughout 2012 Arncliffe Public School have supported and celebrated Indigenous Cultures through various programs and activities. Aboriginal perspectives are imbedded in all units across each stage within our school. Integrated curriculum units have been developed for all Years K-6. These units address the syllabus outcomes for H.S.I.E. Our Creative and Performing Arts programs also highlight Aboriginal perspectives.

Our school celebrated NAIDOC Week in July. A whole school assembly was held, with each stage presenting an item that displayed Aboriginal values, cultures and notable people. We booked performers to come to the assembly to show how Aboriginal beliefs and traditions are portrayed through dance. The school was decorated in the colours of the Aboriginal flag—red, black and yellow.

Arncliffe also took part in the "Deadly Kids Awards". These awards showcase the academic, sporting and cultural achievements of Aboriginal students. One of our Stage 3 students proudly received an award.

The Welcome to Country continues to be included in all weekly assemblies and school functions.

**Multicultural education**

**Background**

Arncliffe Public School has a high percentage (73%) of students from culturally diverse backgrounds. To foster harmony and tolerance, multicultural education and respect for other cultures is embedded in all integrated teaching units and daily activities.

The Community Language Programs in Arabic and Macedonian enable ongoing contact with these communities and the German Language Program continues to receive strong community support.

A K-6 survey is conducted at the beginning of each year which determines the allocation of English as a Second Language (ESL) teachers. There is 1.6 ESL teaching staff that team teach or withdraw students from the classroom depending on student needs. Extensive liaising is undertaken by ESL and classroom teachers to ensure the needs of each student are met.
Major outcomes of the English as a Second Language (ESL) program and the CLOTÉ / LOTE program are:

- The academic results of ESL students being comparable with the results of English speaking students.
- The effective learning and participation of non-English speaking background (NESB) students in a wide range of situations.
- The development of skills in literacy that have enabled effective learning in other curriculum areas.
- The enhancement of self-esteem by building on linguistic and cultural identities.

Progress on 2012 targets

Target 1 – Literacy

Increase the percentage of Year 3 and Year 5 students in 2012 achieving expected growth or better in Reading Comprehension by 6% each year from a baseline of 48% to achieve 70% by 2014.

Our achievements include:

- 65.5% of students were equal to or greater than expected growth from Year 3 to Year 5 which is slightly below the projected target.
- 73% of students in Kindergarten achieve reading level 7 or above in reading which is an increase of 8% above the projected target of 65%.
- 94% of students in Year 1 achieve reading level 15 or above in reading which is an increase of 19% above the projected target of 75%.
- 92% of students in Year 2 achieve reading level 20 or above in reading which is an increase of 17% above the projected target of 75%.
- 87% of Year 3 students achieve over Band 2 or above in reading which is slightly above the projected target of 90%.
- 61% of Year 3 students achieve Band 4 or above in reading which is slightly above the projected target of 60%.

Target 2 – Numeracy

Increase the percentage of students achieving expected growth or better between Year 3 and Year 5 in Numeracy by 6% each year from a baseline of 53% to achieve 75% by 2014.

Our achievements include:

- 100% of K-2 teachers completed professional development and training in the Teaching Early Numeracy (TEN) program in 2012.
- 50% of Stage 2 and Stage 3 teachers participated in professional development and training in Taking Off With Numeracy (TOWN) program in 2012 which will continue into 2013 and beyond.
- 100% of staff participated in professional development and training with a specific focus on Working Mathematically, throughout the year. This professional development was delivered by Sydney Region Mathematics Consultants.
- A significant increase in the number of picture books, K-6 containing numeracy content and concepts, were purchased to expand the school’s numeracy library to 85 books.
- 58.8% of all students were greater than or equal to expected growth in numeracy, which is an increase from 2011.
- 62.5% of girls were greater than or equal to expected growth in numeracy, which is a significant increase.
- 52.4% of boys were greater than or equal to expected growth in numeracy, which is slightly below expectations.

Target 3 – Learning Continuum

To increase the number of students K-6 to have moved at least 2 clusters of growth along the Learning Continuums in Literacy and Numeracy, from individual starting points over a 12 month period.
period so that 80% of students have achieved growth by 2014.

- Significant time was devoted on Staff Development Days, Stage meetings, staff meetings and Teacher Professional Learning afternoons, unpacking the Literacy and Numeracy continuums so that staff had a full understanding of them. 2012 was the year for professional development and trialling for all staff with the Literacy and Numeracy continuums.
- At the conclusion of the year all staff, K-6, had placed their students in Literacy and Numeracy on the continuums.
- Literacy and Numeracy continuums were incorporated into the Easy School Report (ESR) so that children can be tracked K-6 throughout their school life.
- 100% of teachers K-6 are regularly updating student progress on the continuums and using relevant teaching strategies to promote students along the continuums.
- Best Start tracking for Kindergarten showed that 90% of all students moved at least 2 clusters from their individual starting point, which is above expectations.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Culture.

CULTURE

Background

Each year the school completes an evaluation of the education practice in one of the following: learning, teaching, planning, management, leadership or culture.

Staff parents and children were surveyed in the area of planning in October 2012. The staff survey was completed by 33 Staff members. The parent survey was complete by 87 parents. The student survey was complete by 141 students.

Available responses were ‘positive’, (‘Almost Always’, ‘Usually’) or less positive (‘Sometimes’, ‘Rarely’, ‘Don’t Know’)

Findings and Future Directions

Analysis of the survey revealed:

Teachers

- 97% of the staff responded almost always and usually that the school leaders have a positive influence on the school culture.
- 94% of the staff responded almost always and usually that the school recognises and celebrates achievement.
- 94% of the staff responded almost always and usually that the school culture supports a sense of ownership of the school.
- 97% of the staff responded almost always and usually that the school encourages everybody to be a continuing learner.
- 97% of the staff responded almost always and usually that the school caters for the learning needs of all students.

Future directions

- Continue and expend the practice of Distributive Leadership through mentoring and coaching.
- Continue to value the importance of Teacher Professional Learning through targeted financial planning linked to the school plan.
- Continue to promote a collegial working environment and acknowledge and celebrate successes as a staff.

Students

- 84% of the students responded almost always and usually that the students are the school’s main concern.
- 89% of the students responded almost always and usually that they are proud of their school.
- 86% of the students responded almost always and usually that the students are the school’s main concern.
- 93% of the students responded almost always and usually that the school
encourages students to achieve their best.

- 87% of the students responded almost always and usually that the school caters for the learning needs of all students.

**Future directions**

- Maintain Stage cooperative planning days ensuring the focus is on differentiated teaching and learning programs reflecting the Quality Teaching Framework.
- Rigorous planning and regular meeting of the Learning Support Team to effectively and efficiently meet the learning needs of students identified throughout the year.
- Review the current student Feedback Matrix to identify our standard and plan strategies to move further along the matrix for improved consistency across the school K-6.

**Parents**

- 88% of the parents responded almost always and usually that the school leaders have a positive influence on the school culture.
- 92% of the parents responded almost always and usually that the students are the school’s main concern.
- 93% of the parents responded almost always and usually that they are proud of the school.
- 92% of the parents responded almost always and usually that the school appreciates having my child as a student.
- 97% of the parents responded almost always and usually that the school encourages everyone to learn.
- 94% of the parents responded almost always and usually that the school is continually finding ways to improve what it does.

**Future Directions**

- Expand the opportunities for parents to be actively involved in the learning programs within the school through the Be Excited About Reading (BEAR) program, garden club reaching into the classroom and in class support.
- Using St George TAFE Outreach program, in Term 2, offer a parent Computer Skills Development program.
- Establish a School Council in Semester 1.
- Throughout the year offer parent workshops in curriculum areas.

**Curriculum**

**Science and Technology**

Staff parents and children were surveyed in the area of planning in October 2012. The staff survey was completed by 20 members. The parent survey was completed by 84 parents. The student survey was completed by 138 students.

Available responses were ‘positive’, (‘Almost Always’, ‘Usually’) or less positive (‘Sometimes’, ‘Rarely’, ‘Don’t Know’)

**Findings and Future Directions**

Analysis of the survey revealed:

**Teachers**

- 95% of teachers believe their students enjoy participating in Science and Technology
- 80% of teachers responded that their classroom management strategies maximise student learning in Science and Technology.
- 60% of teachers responded that sometimes they have adequate resources to teach Science whilst 70% responded that they have adequate resources to teach Technology.
- 35% of teachers responded usually to assessment processes provide information on student’s strengths and areas for further development in Science and 45% for Technology.
- 75% of teachers responded that their students are provided with a relevant Technology curriculum.
Future Directions

- Complete a science resources audit and purchase new resources as indicated. Refresh and update classroom design and make utility boxes.
- Expand the wireless network system within the school and dedicate sufficient financial resources to build the bank of ipads and tablets within the school.
- Focus Professional Development on upskilling teachers with the NSW Science syllabus.
- Review assessment and reporting strategies for Science and Technology.

Students

- 82% of students indicated that Science and Technology is a valued Key Learning Area.
- 97% of students responded that they liked doing experiments.
- 95% of students recorded that they liked “design and make” activities.
- 90% of students stated that they liked to work with others to solve problems.
- 89% of students indicated that Science and Technology was important for them.

Future Directions

- Introduce a science club with each Term being a focus for a particular Stage. This club is investigative and design focused on a specific project. At the conclusion of the Term the club members will present a power point and model to the school at assembly.
- Introduce an Enrichment Science Project for targeted students in Stage 3. This is student driven and supported by the classroom teacher and school Librarian.
- Participate in “Murder under the Microscope”.
- Science and Technology must continue to be integrated into units of work.
- To cater for all learning styles, practical, hands-on activities must be planned to compliment units of work.
- Continue the focus on one term for investigations and one term for design and make.
- Biannual focus during Education Week on Science and Technology
- Continue to profile Science through Incursions by experts e.g. CSIRO.

Parents

- 98% of parents agree and strongly agree that Science and Technology is an important Key Learning Area.
- 78% of parents agree and strongly agree that their child has developed new scientific skills.
- 90% of parents agree and strongly agree that their child enjoys learning about Science issues.
- 97% of parents agree and strongly agree that their child likes learning about and with Technology.
- Whilst 55% of parents agree and strongly agree that they are regularly informed about their child’s progress in Science and Technology, 45% disagree or don’t know.
- Whilst 48% of parents agree and strongly agree that they are aware that the school has plenty of equipment to teach this Key Learning Area, 52% disagree or don’t know.

Future Directions

- Presentations at P&C meetings and at special afternoon Tea meetings, by the Science coordinator to display and discuss school projects and programs, resources and present the school scope and sequence.
- Review the reporting processes for Science and Technology so that parents have an improved understanding of how Science and Technology is taught, assessed and reported.
Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Teachers, parents and students are actively encouraged to express their feelings and opinions on all aspects of school organisation and student learning. Responses detailed here are a result of a direct survey. Parents, teachers and students were invited to respond to this survey.

45 parents surveys were returned with 269 sent out which equates to an 18% response rate.

Parents
- 90% of parents agree or strongly agree that this is a school where teachers and families work in partnership to support student’s learning.
- 81% of parents agreed or strongly agreed that they felt supported to assist their child’s learning at home.
- 95% of parents agreed or strongly agreed that this is a school where positive relationships exist between staff and parents.
- 24% of parents were not aware of parent involvement on school committees.
- The school enjoys strong parent participation and support. We will continue to cherish and support this relationship with open and honest discussion.

Future directions
- Publicise and promote parental involvement on school committees.
- Promote the school website as an effective and current information source.
- Review class structure with regards to providing enrichment opportunities.
- Increase the number of parent workshops and host afternoon tea regularly with guest speakers.
- Ensure staff is diligent and prompt with contacting and communicating with parents when concerns arise with learning and behavior needs of students.

Students:
- Student surveys indicate strongly that school is a positive learning environment.
- 95% of students believe that their teachers provide interesting lessons.
- 98% of students believe that learning is important.
- 90% students know what they are learning and why.

Future directions
- Review and re energise the Peer Support Program.
- Introduce Positive Behaviours for Learning.
- Review anti-bully and cyber bullying policies.

Teachers
- All teachers believe they provide a stimulating and secure learning environment.
- All teachers believe the school supports home to school communication.
- All teachers participate in sharing ideas and experiences to improve student learning.
- All teachers agree that Professional Learning is an important element in enabling them to continue to provide Quality Teaching and Learning.
- All teachers indicated that the use of technology promotes engagement.

Future directions
- Maintain a strong focus on Teacher Professional Learning and goal setting linked to achieving school targets.
- Continue to have strong, representative committees across the school so that all teachers have a voice.
- Profile distributive leadership though school committees and publically acknowledge successes.
Professional learning

In 2012 100% of staff members participated in Professional Learning activities. This included classroom teachers, school executives, administration staff, integration and support staff and community languages and languages other than English staff.

The school’s Professional Learning tied grant of $15,918.20 was spent on participation in Sydney Regional Projects. These range from early childhood conferences, literacy, numeracy, quality teaching, career development and student welfare.

At least 30 staff attended each of the Staff Development Days in Terms 1-3. Workshops included Work, Health and Safety, Child Protection, First Aid procedures, Computer Education, Science and Numeracy.

A further $13,854 was spent on professional learning activities to address initiatives outlined in the School Plan. Significant expenditure focused on Literacy, Numeracy, Technology, and syllabus implementation.

The tied Technology Grant allowed staff the opportunity to further develop their ICT skills and implement new initiatives, including ipad application in classroom technology programs.

In 2012 approximately $29,772 was expended on professional learning activities for staff. Average expenditure for each staff member on professional learning was $1,100.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1- Literacy

Outcome for 2012–2014

Improved student learning outcomes in the area of Critical Literacy

Targets:

- At least 80% of students achieving stage outcomes in Literacy and move two clusters on the Literacy continuum.
- Increase the percentage of Year 3 students achieving in Bands 5 and 6 in literacy (reading) from 41.6% (2012) to 45% (2013)
- Decrease the percentage of Year 3 students achieving in Bands 1 and 2 in literacy (reading) from 13.1% (2012) to 5% (2013)
- Increase the percentage of Year 5 students achieving in Bands 7 and 8 in literacy (reading) from 35.1% (2012) to 40% (2013)
- Decrease the percentage of Year 5 students achieving in Bands 3 and 4 in literacy (reading) from 28.6% (2012) to 18% (2013)

Strategies to achieve these targets include:

- Develop a shared understanding of the new NSW English syllabus through ongoing professional development and consultancy support.
- Continued application of the Best Start assessment and Data. Ongoing attendance of professional development delivered by the Best Start consultants.
- Establish assessment guidelines, timelines and systematic plotting of students on the literacy continuum.
- Develop supportive partnerships with parents to aid student progress in literacy including regular workshops and increase the number of parents supporting literacy in the classrooms K-6.
- Continue to build the school’s collection of quality literature and purchase resources to support guided, modelled and independent reading.
- Ensure literacy lessons include the six comprehension strategies and are explicit, practical, visual and relevant for the students.
Increase access to interactive literacy programs through the expansion of ipads into each classroom.
Continuation of Reading Eggs, Sunshine Books online, Accelerated Reader Program and introduce the “Spellerdrome” online program.
Continue literacy groups in Stages 2 and 3.
Implementation on IEP’s for students at or below minimum standard or those at risk and requiring additional support.
Continued participation in the UNSW Reading and Writing competitions.

Our success will be measured by:

- Increased proportion of students meeting or exceeding literacy proficiency standards in accordance with school and regional targets.
- Increased proportion of lowest performing students meeting the minimum standards in accordance with targets.
- Best Start and Stage assessment data systematically plotted onto the literacy continuum to inform strategies to improve literacy achievement K-6.
- Enhanced engagement and interest levels in literacy.

**School Priority 2 – Numeracy**

**Outcome for 2012-2014**

*Improved student learning outcomes in numeracy through a focus on Working Mathematically processes in the current and new NSW K-6 Mathematics syllabus which incorporated the National Curriculum*

**Targets:**

- At least 80% of students achieving stage outcomes in Mathematics and move two clusters on the numeracy continuum.
- Increase the percentage of Year 3 students achieving in Bands 5 and 6 in numeracy from 25% (2012) to 30% (2013).
- Decrease the percentage of Year 3 students achieving in Bands 1 and 2 in numeracy from 10% (2012) to 5% (2013).
- Increase the percentage of Year 5 students achieving in Bands 7 and 8 in numeracy from 27% (2012) to 35% (2013).
- Decrease the percentage of Year 5 students achieving in Bands 3 and 4 in numeracy from 20% (2012) to 10% (2013).

**Strategies to achieve these targets include:**

- Develop a shared understanding of the new NSW Mathematics syllabus through ongoing professional development and consultancy support.
- Implement the Teaching Early Numeracy (TEN) program explicitly in K-2 supported by ongoing professional development, upgrading resources and critical teacher feedback by mathematics mentor observing and recording teaching practice.
- Implement the Taking Off With Numeracy (TOWN) program explicitly in 3-6 supported by ongoing professional development, upgrading resources and critical teacher feedback by mathematics mentor observing and recording teaching practice.
- Establish assessment guidelines, timelines and systematic plotting of students on the mathematics continuum.
- Develop supportive partnerships with parents to aid student progress in numeracy including regular workshops and increase borrowing from the parent mathematics games library.
- Continue to build the “numeracy in literacy” picture book library K-6.
- Ensure numeracy lessons include the six comprehension strategies and are
explicit, practical, visual and relevant for the students.

- Increase access to interactive mathematics programs through the expansions of ipads into each classroom.
- Continuation of the Mathletics online program.
- Establish numeracy groups in Stages 2 and 3.
- Implementation on IEP’s for students at or below minimum standard or those at risk and requiring additional support.
- Continued participation in the Maths Olympiad program and the UNSW Mathematics competition.

Our success will be measured by:

- Increased proportion of students meeting or exceeding numeracy proficiency standards in accordance with school and regional targets.
- Increased proportion of lowest performing students meeting the minimum standards in accordance with targets.
- Best Start and Stage assessment data systematically plotted onto the mathematics continuum to inform strategies to improve numeracy achievement K-6.
- Enhanced engagement and interest levels in numeracy.

School Priority 3 – Technology in Learning and Administration

Outcome for 2012-2014

Explicit Integration of Information and Communication Technology (ICT) into all teaching and learning programs.

Strategies to achieve these targets include:

- Upgrade to a school-wide digital communication network including wireless connectivity, emergency management, streamlined printing and the purchase of IWB’s and ipads.
- Review school report to assess how successful ICT skills are communicated to parents.
- Expand the school website to improve communication between school and home.
- Ongoing teacher professional development.
- Introduce computer skills program for parents using St George TAFE personal and expertise.
- Introduce electronic roll marking.
- Introduce eftpos and credit card facilities to improve office management.

School Priority 4 – A comprehensive leadership strategy to ensure sustainable school improvement

Outcome for 2012-2014

Each teacher to develop and maintain a professional learning plan with Executive

Strategies to achieve these targets include:

- Provide staff with regular opportunities to meet and discuss leadership and management issues.
- Develop roles and responsibilities statements and TPL plans for all staff, including SASS, aligned to the school plan initiatives for quality EARS/TARS processes.
- Executive staff and aspiring school leaders to participate in professional learning to develop leadership capacity, including ASPIRE, PEN and Executive Induction

School Priority 5 – Parental Involvement

Outcome for 2012-2014

Increased parental engagement in supporting their child’s learning
Strategies to achieve these targets include:

- Regular opportunities are provided for parents to participate in curriculum workshops and invited guest speakers to improve information flow and parental involvement in the school.
- St George TAFE Outreach program offered to parents to increase confidence and competence in ICT.
- School Council established in Semester 1.
- Men’s Shed introduced into the school to provide a constructive program for boys.

School Priority 6 – Student Welfare

Outcome for 2012-2014

To enhance levels of social and emotional well-being for all students and a fostering of self-responsibility

Strategies to achieve these targets include:

- Introduce “Positive Behaviours for Learning” program.
- Review and upgrade Peer Support.
- Consistent implementation of Child Protection and Anti-bullying programs.
- Review the school Emergency Procedures and Management Plan as well as update all staff in CPR, First Aid, Asthmas and Anaphylaxis procedures.
- Enrichment classes introduced and monitored for effectiveness.
- Review the school Gifted and Talented, excursion and homework policies.
- Expand the White Ribbon philosophy.
- Student Leadership profile is maintained and the school leaders policy upgraded.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Silvia Pavlovski Assistant Principal
Mikala Junee Assistant Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: