Arncliffe Public School
Annual School Report 2014
School context statement

For 153 years, Arncliffe Public School has provided a quality education for its students. It sits in aesthetic and expansive grounds with good amenities and offers programs that develop all aspects of a student’s potential. Academic programs are rigorous and inclusive and programs in creative and performing arts are expanding and building capabilities in students K-6. Successful physical education programs combine to ensure that students graduate well-rounded and confident in their capabilities. There is a strong and growing connection between the school and its community, with strong parental support and input.

Significant programs and initiatives

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

- An extensive Kindergarten Transition to school and Orientation program.
- Weekly Playgroup.
- A wide range of opportunities for enrichment and extension for students through participation in various external academic competitions.
- Establishment of a Stage 1 and Stage 3 enrichment class.
- The Science Club for design and make projects and individual research projects.
- English as a Second Language (EAL/D), Reading Recovery, an L2 program and support programs for students with additional needs.
- The Be Excited About Reading (BEAR) program targeting students in Stage 1 (Year 1) with outstanding results.
- Community Languages in Arabic and Macedonian and a Language Other the English German program ensuring that every student in the school is learning a language.
- 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.
- Positive Behaviour for Learning (PBL) program, so that students have a keen understanding and application of appropriate behaviour in different school environments.
- Multicultural Education and Aboriginal Education programs.
- Expansive Physical Education and Sport programs with whole school participation in Athletics and Balance, Rhythm and Movement. Teams representing the school in PSSA: soccer, netball, cricket, oz tag, rugby league and softball.
- Highly successful K-6 Public Speaking program with outstanding representation and results in Regional competitions.
- Stage 3 Debating squad achieving excellence in the Regional competition.
- Specialist Drama teacher K-6. Performances in Wakakirri, Create East and South and Film by the Sea were excellent.
- Varied Creative and Practical Arts syllabus
- Expanding environmental program with vegetable gardens and developing the concept of “garden to plate.”
- Participation in the Premiers Reading and Sporting Challenges.
- Extensive Incursion/Excursion program to support classroom learning per term for each Stage.
- Band and Choir workshops with presentations at school and community events.
- Outdoor giant Chess and Draughts games
- An increasing range of technology with the expansion of Wi-Fi connectivity across the whole school. iPads and the School Phone App increase and enhance
communication with parents and the wider community.

• Targeted students attending a practical mentoring program with the Arncliffe Men’s Shed.

• Citizenship opportunities including Anzac Day and Remembrance Day services.

• Continued participation in the Bayside Learning Community with selected students attending local High Schools for Science, Art, Cooking and Technology programs.

• Before and After School care.

Principal’s Message

2014 has been another successful year for us with many notable and proud achievements. All of these have been achieved and celebrated as a whole school community. We are in the enviable position of having strong and open relationships which are conducive to a high level of communication, effective teaching and learning combined with very functional and supportive learning environments. We pride ourselves on the provision of a dynamic and practical curriculum, accessible to all students and designed to meet their specific needs and learning styles. This is achieved through regular and varied professional learning for all staff members, significant resources in ICT and classrooms that are calm and harmonious.

Throughout 2014 a significant amount of time was devoted to reflection, data gathering, and program reviews to access our effectiveness as a teaching and learning institution. Staff, students and parents have been invited to contribute to our future directions and the construction of our new three year plan for 2015-17. Our vision is to educate children in our culturally diverse school to be confident, creative, resilient, responsible and respectful learners engaged in a curriculum where they are supported and challenged to be active, informed citizens contributing to our society. I look forward to working with the staff, students, parents and wider community to realise our vision together.

Pamela Ladd

P&C Report

Thank you to all parents who have assisted formally and informally in the organisation this year, and to those who have supported classroom work throughout. We have drawn on a number of parents for their skills in event organisation, graphic art, photography, planning, gardening, cooking, construction and for their time. Many thanks go to all of you. 2014 saw the implementation of the school hall upgrades using the grant from the Office of Communities, NSW Department of Education and Communities. Thanks go to Mirabelle Wouters and Paul Charlier for their facilitation of the new sound and lighting equipment. We look forward to the staff and students of the school learning to use the equipment for all school functions.

The Band Committee, a sub-committee of the P&C, has had a high degree of involvement in the school program through the year. Our thanks to parent volunteers, in particular Rachel Maiden, Anne and Julien Epps, Lyndal Tait, Mirabelle Wouters, Amy Kuang and the band tutors. 2014 saw the return of a school concert - Let’s Get Louder – a fantastic showcase of the children’s musical skills, developing ensemble abilities and showmanship and also an opportunity for them to witness the playing and making of music by the adults around them. Our sincere thanks go to the parents and teachers’ families contributing to this night. The catering again provided a festive air as families mingled before the performance and added to the income for the night to be used to further maintain and increase the number of hire and loan instruments available to the students. See the Instrumental and Choral Music Program report for more details.

School Banking continues, and our thanks for coordinating Friday morning banking and rewards go to Sue Kdouh and Rowena Irish. The garden beds continue to flourish under the guidance of Mr Karl Sharp and the teaching staff. The gardens will go through a time of change over early 2015, supporting the classwork and
teachers interests in the planting and production of food.

Core P&C fundraising efforts this year were again coordinated around the Mothers’ Day and Fathers’ Day stalls, the raffles for Easter and Christmas hampers, school sports day and the Bunnings BBQ. We have also held second hand uniform stalls through the year.

While fundraising is not our core aim, we endeavour to enrich the experience at APS through the provision and support of events and opportunities, while allaying some of the costs of these to the school budget in order to benefit our students. We are proud to have been able to make a significant financial contribution to the school this year for the planned playground on the Segenhoe Street entry to the school for 2015!

The executive committee for the year was:

President – Mary Macrae
Vice Presidents – Sue Kdouh and Mirabelle Wouters
Secretary – Helena Kelly
Treasurer – Roz Kaye

We thank the school council, the executive, the staff and you the parent body for your support throughout the year.

We look forward to welcoming you all to the P&C in 2015.

School Council Report
The aim of the School Council is to enable formal school community participation in planning and governance of Arncliffe Public School and to foster closer links between the school and its community. The 2014 School Council members included three staff representatives (Pam Ladd-Principal, Jyoti Cardassilaris, Vezna Przinova,) and five parents (Julien Epps, Michael Jones – Secretary, Janice Nielsen, Karen Rodgers - President, Vicki Trucchi.

The Council meets once a term to conduct Council business and to determine a consensus position around policy or governance documentation that has been reviewed by members between meetings. During the course of 2014 the Council consolidated the Home Learning Policy and reviewed the School’s Gifted and Talented policy. As part of the Gifted and Talented policy review the Council suggested a Curriculum Enrichment Booklet be developed to help showcase the depth of activities offered by the school. This booklet has now been completed and will be available with new student starter packs for next year. The Council is continuing to refine elements of the upcoming 3 year plan.

Additional to planning and governance, the Council has continued to investigate alternate funding opportunities. Various applications have been submitted including a second round application to The NSW Community Building Partnership program with the aim to continue improvements to the school hall and surrounds. Through this program Arncliffe Public School was successful in obtaining just over $19,000 to enhance the community hall which included an improved audio and lighting system installed in Term 3, 2014.

Throughout 2014 the school has continued to develop a number of initiatives including the school band and music program and the garden club. Initiatives such as these contribute to the innovative and positive experience of the school students and the broader school community. The Council would like to thank and acknowledge the school and office staff for the time and energy that goes into the APS learning environment. We would also like to acknowledge the P&C for their ongoing commitment and fundraising work.

Student Representative Council
Commencing our brilliant year with our World Vision Sponsor Child involvement, our SRC prepared a 'Tasty Tuesday' event to raise funds for our sponsor child, Nur Laily who lives in Indonesia. Our generous and creative students brought in cupcakes to sell during lunch and recess. So many delicious cupcakes were donated that we had to run a 'Tasty Wednesday' and 'Tasty Thursday' too. Our SRC then conducted a 'Twisted Tuesday’ to raise money for the Juvenile
Arthritis Foundation. Our whole school dressed up in twisted outfits which were very entertaining and exciting for us all. We also enjoyed eating Twisties at lunch time too! At the end of the day we raised $400 for the foundation.

Term 3 was another busy but fun term for the SRC with our fundraiser for Jeans for Genes Day. Together, our school raised $400 which will go towards supporting the vital work the scientists at the Children’s Research Medical Institute do to assist those with childhood genetic diseases.

In Term 4 the SRC was also involved in supporting the work of the Rev. Bill Crews’ Exodus Foundation. This charity supports many struggling Sydney-siders in a variety of ways. We were asked to take part in the 'You Can Make a Difference' food drive by encouraging our students to donate a can of food. The SRC decided to run this food drive for just 2 weeks due to our packed Term 4 schedule. The incredible efforts of the Arncliffe school community resulted in the donation of well over 600 cans of food to support the Exodus Foundation. The Exodus Foundation Operations Team, who came to collect our donations were overwhelmed by such a response in such a short time frame. We hope to continue with this as part of our SRC fundraising program next year.

To get ready for Christmas, our SRC organised a Christmas Wishing Tree for the Smith Family. Many toys and games were donated, wrapped and given to some families by the Smith Family so they can enjoy receiving a gift at Christmas time.

We also ran a fun Santa’s Sleigh Lego Competition at the end of the year for all students to participate in. Students enjoyed building and decorating their Santa Sleighs and racing them at school.

It’s been a very busy and exciting year for the SRC and we look forward to next year!

Student information
The student body comprises 74% from a non-English Speaking Background (NESB).

Our enrolment at the end of 2014 was 423 which included 212 boys and 211 girls. On average 95.5% of students attended school each day. This was similar to daily attendance in 2013. In 2014, we had 17 mainstream classes.

The student leadership this year has been outstanding with many innovations and great pride displayed in this role. The student body has achieved at a very high level in many activities as has been highlighted in this annual school report.

Student enrolment profile
Student attendance profile

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Management of non-attendance

Class rolls are marked daily electronically. Students who display non-attendance patterns are carefully monitored by the Learning Support Team (LST) and referred to the Home School Liaison Officer (HSLO). A number of families seek approval to take their children to visit relatives overseas throughout the year with principal approval.

Workforce information

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

Workforce composition

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<th>Position</th>
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<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher of ESL</td>
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<td>School Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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<td>25.742</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Currently there are no teachers with an Aboriginal background working at the school.

Teacher qualifications

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

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<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Professional learning and teacher accreditation

100% of teachers participated in professional learning throughout the year, including mandatory training in Anaphylaxis and Asthma, Child Protection, Code of Conduct, and Work Health and Safety compliance training.

A Speech Therapy program was introduced into Early Stage 1 and Stage 1. This will be expanded in 2015 to include Stages 2 and 3. There was significant professional learning provided to K-2 classroom teachers and Learning and Support teachers.

One teacher commenced training in Reading Recovery. This will continue into 2015.

Significant professional learning was undertaken in literacy and numeracy. This included a visual literacy and grammar project with a community of schools (Rockdale PS and Kyeemagh Infants) on two staff development days. Continued focus on Teaching Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) was maintained. A lesson study project was introduced into Stage 2 with a focus on Measurement. All teachers participated in the Adobe Connect online learning and introduction to the new Mathematics curriculum.

Four teachers, one from each Stage, attended the Primary Connections Science and Technology workshop and subsequently introduced the program into the school K-6. During 2014 Science has had an elevated profile in preparation for the new Science and Technology curriculum. All teachers participated in the Adobe Connect online learning and introduction to the new Science and Technology curriculum.

The Executive team attended leadership conferences and Primary Executive Networks throughout the year. One Executive participated in the Executive Induction program. One
Assistant Principal relieved for an extended period as Relieving Principal. Teachers indicating leadership aspirations attended ASPIRE presentations and two teachers relieved as Assistant Principal during the year.

The Principal attended Principal and Leadership conferences each Term and attended the St George PPA. The Principal has commenced the Australian Schools Colloquium which will extend into 2015. Two executive staff members attended the Michael Fullan conference. Executive staff, along with the School Administration Manager (SAM) attended Core and Strategic Financial Literacy seminars.

Four teachers attended a two day Assessment for Learning conference and will lead Teacher Professional Learning (TPL) during 2015.

The SAM attended training throughout the year and completed a Diploma of Management. The SAM also attended LMBR planning and preparation in-services as well as attending the SAM conference. The General Assistants attended several plant and machinery maintenance and training workshops as well as Work, Health and Safety compliance training.

Two Kindergarten teachers participated in Kindergarten Gifted and Talented identification and training. Two Kindergarten teachers completed Best Start Training at the end of Term 4 in preparation for 2015.

A number of teachers attended various full day workshops to develop skills in softball and football coaching and training.

Our Librarian attended Library Network meetings throughout the year to keep abreast with the introduction of the “Oliver platform.”

A total for $13,100.18 was contributed from school funds and an additional $19,167.57 was spent as provided by the DEC for professional learning. This is a grand total of $32,267.75 devoted to professional learning which is approximately $1,195.00 per staff member.

Two new scheme teachers are working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation. Their portfolio of evidence was submitted for assessment at the end of Term 4.

Eight new scheme teachers are maintaining accreditation at Proficient. Currently there are no teachers seeking voluntary accreditation at Highly Accomplished or Lead.

Beginning Teachers

In 2014 two Beginning Teachers were engaged in a number of professional learning programs. These included attending an ICT conference, literacy and numeracy projects, observation of quality teaching across the school as well as time provided and guidance given to develop reporting to parents and writing student academic reports. A total of $3,976.37 was dedicated to Beginning Teachers.

Financial summary

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

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A full copy of the school’s 2014 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 2014

Performing Arts
In 2014 a specialist teacher was employed three days a week to focus on the development, application, appreciation and enjoyment of drama, dance and music skills, as well as provide opportunities to experience performance.

A record 70 primary students volunteered to represent the school in Wakakirri, a state wide story-dance competition. This year’s performance “Sunday in the park with the Artist” was staged at NIDA. Our troupe was successful at this level and was selected as finalists for the grand finale where we were awarded Highly Commended.

Students were once again selected for this year’s production for Create East’s “Ten” and different students were chosen for Create South’s “Link.” These are initiatives by the Department of Education which involve gifted and talented students creating an original musical during a three day workshop.

This year the Stage 3 Musical “Into the Woods” was staged. It was hailed as the best ever with the inclusion of digital visuals.

Early Stage One held their traditional Christmas mini-musical. Every child was included this year in the Christmas concert, with each Stage performing items, enhanced by wonderful performances from the Macedonian and German language groups.

Star Search was one big show this year as there was so much going on. It provided a much anticipated opportunity for the students to showcase their individual talents and hone their creative skills.

Joanne Rosebery
Arncliffe Public School has continued to enthusiastically support an instrumental music program that includes a Concert Band, Training Band, String Ensemble, Junior Music Group, Electronic Music Group, Recorder Group and Guitar Group 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 and teachers from the school.

Throughout the year both the Concert Band and the Training Band have performed at all the school’s special events, including Education Week, Mother’s and Father’s Day breakfasts, Easter Hat Parade and formal assemblies.

The musical highlight of the year was undoubtedly “Let’s Get Louder” – an evening concert featuring over 120 children involved with the school’s instrumental music and choral program. This has become a much anticipated biannual event on the school’s calendar since the inaugural “Let’s Get Loud” event in 2012. All instrumental music groups and choirs at Arncliffe Public School were showcased as they performed an individual item. Undoubtedly the concert highlight was the massive finale item, arranged by a school parent, which involved all the groups plus an adult Community Choir, a joint collaboration between the teachers and parents at the school.
Outside the school, both the Concert Band and Training Band participated in the Engadine BandFest competition with the Concert Band again winning a “Gold” award and the Training Band winning a “Silver” award. The Bands then went on to participate for the first time in the prestigious NSW School Band Festival held at the University of NSW where both bands were awarded “Silver”.

The Concert Band and Junior Music Group delighted audiences at Rockdale Plaza during Education Week.

In 2014 the String Ensemble performed for the first time ever at the Sydney Opera House as part of the Arts Education Unit Festival of Instrumental Music. Members of the Concert Band also successfully auditioned for the Department of Education Sydney South East Symphonic Winds (formally known as Sydney Regional Band) and the Create East and Create South gifted and talented performing arts workshops.

Plans for 2015 include ongoing fundraising to support the continuation of all the existing music groups at the school as well as the commencement of a Beginner Strings Ensemble and further expansion of the recently formed Electronic Music Group.

The Instrumental Music Program is coordinated by a Band Committee comprised of a small group of volunteer parents. During the year, Committee members coordinated performances and excursions, as well as liaising with tutors and facilitating instrument hire.

With support funding from the P&C and the school to assist with instrument repairs, and other fundraising at various school events, the 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.

**Anne Murphy and Rachael Maiden**

**CHOIRS**

**Junior Choir**

The Junior Choir at Arncliffe Public School is an excellent extra-curricular opportunity for enthusiastic students who want to develop their singing skills. The Junior Choir consists of Year 2 students who are developing their skills in breathing, phrasing, vocal production and performance. They sing in an ensemble and have performed on stage numerous times throughout the year. They have had several opportunities to showcase their performances within different events, such as Mother’s Day Breakfast, Education Week, Let’s Get Louder concert and our annual White Ribbon Assembly. They are gradually becoming more in control of their own voices as they perform on stage.

Kathy Salame

**Stage 2 and Stage 3 Choirs**

In 2014, the school’s choral program grew from two choirs to three, so that in addition to the Junior Choir, we had a Stage 2 Choir (Years 3-4) and a Senior Choir (Years 5-6).

Our newly formed Stage 2 Choir performed ten challenging but beautiful songs as part of the combined choir at The Arts Unit’s “Primary Proms” concert in September in the Sydney Town Hall. The choir also performed at the school’s Open Day in Education Week, the “Let’s Get Louder” concert and on Presentation Day.

In August, the Senior Choir represented our school by participating in the large-scale Music Festival (formerly the Sydney Region Music
Festival) in the Concert Hall of the Sydney Opera House. The repertoire included such classics as “What a Wonderful World” and “Shake, Rattle and Roll”. Other Senior Choir performances included Education Week, “Let’s Get Louder” and Presentation Day.

The repertoire for the choirs consists of music that will challenge the young singers in both unison and part-singing. This allows the choir directors to focus on producing confident and enthusiastic singers with high vocal quality, strong diction and musicality.

We look forward to the continued development of choral talent at Arncliffe Public School in 2015.

Claire Berry and Kurt Olofsson

PUBLIC SPEAKING

In 2014 all students at Arncliffe Public School were given the opportunity to participate in Public Speaking competitions. The competitions promoted the importance of public speaking across the school and gave the students the opportunity to improve their confidence when speaking in front of a group and to write a prepared speech on a particular topic.

In Term 2 the students in Years 3-6 participated in the Multicultural Perspectives Public Speaking competition. The competition focused on topics that relate to a multicultural theme and students chose a topic from a list to present to their class. One finalist from each stage was chosen to represent our school at the Sydney local final competition at Clemton Park Public School. Our Stage 3 student placed first in this competition and very ably represented our school at the 2014 Sydney Regional Final.

Throughout Term 3 students prepared and presented speeches on a topic of their choice to be selected for the 2014 Network Public Speaking competition. A student from each stage was chosen to represent the school at the Georges River Public Speaking Competition held at Penshurst West Public School. An Arncliffe Public School student won the Stage 3 competition and went on to represent our school at the Greater Southern Sydney Primary Schools Public Speaking Grand Final.

DEBATING

Arncliffe Public School continues to offer Stage 3 students the opportunity to participate in Debating as part of the Speaking and Listening program. Our debating squad, consisting of 17 eager and enthusiastic students entered the Sydney Primary Schools Debating Competition. They worked as a team and developed strong arguments, gained confidence and produced high quality debates. All participants are to be congratulated for their commitment, dedication and determination to do their best.

Margaret Dolso and Vanessa Przinova

SPORT

Our school aims to make sport and physical activity an enjoyable experience for all students from K-6. Every student within the school participates in sport and exercise programs including: soccer, cricket, netball, softball, oz tag, rugby league, athletics, gymnastics, swimming, cross country, tennis and fundamental movement skills.

This year was another successful year for Arncliffe Public School with many teams and individuals achieving great success on the sporting field.

Gymnastics and Athletics Program

This year saw the continuation of our gymnastics program that was run across all stages within the school. The students participated in an extensive
gymnastics program which aimed to build the student’s confidence in a fun and safe environment. The focus of the lessons was on balance, rhythm and movement.

The school also continued the athletics program run by trained instructors from ‘Got Game’. This program has been very effective within the school and this is evident in the increased participation of students at the school Athletics Carnival.

Premiers Sporting Challenge

This year Arncliffe Public School participated in the Premiers Sporting Challenge from K-6. Children recorded their physical activity over a 10 week period. As a result of this program the school was able to purchase additional sports resources to be used across the school.

School Carnivals

This year Arncliffe Public School had many great achievements in Swimming, Cross Country and Athletics. Our carnivals were well attended and most students participated in the events on the day. Three students qualified for the Sydney East Regional Cross Country. In Athletics, two students qualified for the Sydney East Regional Athletics Carnival.

PSSA

Over 130 students in Years 3-6 participated in Primary School Sport Association (PSSA) competitions. These teams included: softball, cricket, oz tag, netball, rugby league and soccer. This year was the first year that Arncliffe Public School participated in the rugby league competition and the students found it to be very enjoyable and learnt many new skills. Both our boys and girls softball teams made it to the semi-finals however they unfortunately did not progress to the finals.

This year we also continued to send students to tennis lessons on Friday mornings. In these lessons there is a strong focus on skill building.

Crunch and Sip

Crunch and Sip was again implemented into classrooms at Arncliffe Public School. Most students brought Crunch and Sip to school each day and many classes utilised the schools vegetable gardens to teach the values of healthy eating.

Swimming Scheme

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

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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
and enter the school name in the Find a school and select GO to access the school data.

### Year 3 NAPLAN Reading

**Average score, 2014**

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### Year 3 NAPLAN Spelling

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**Percentage in bands: Year 3 Reading**

**Percentage in bands: Year 3 Writing**

**Percentage in bands: Year 3 Spelling**
Year 3 NAPLAN
Spelling

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Year 3 NAPLAN Grammar and Punctuation

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NAPLAN Year 3 - Numeracy

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Year 5 NAPLAN
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Year 5 NAPLAN
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Year 5 NAPLAN
Spelling

Percentage in bands: Year 5 Writing

Percentage in bands: Year 5 Reading

Percentage in bands: Year 5 Spelling
### Year 5 NAPLAN Spelling

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### Year 5 NAPLAN Grammar and Punctuation

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Other achievements

Significant programs and initiatives – Policy and equity funding

NRMA SCIENCE & ROAD SAFETY DAY – MEDIA LAUNCH

In 2014 our school was selected to host the media launch of the new NRMA Road Safety Education Program.

This was a whole day education program delivered free of charge to all students at the school. The purpose of the program was to clarify the messages children receive about what constitutes safe behaviour on the road, in cars and on their bikes, scooters and skateboards.

The day was comprised of:

- A science show for each stage where students explored the physics of road safety and how safety equipment keeps humans safe.
- Teacher led road safety lessons that built upon the content of the science show.
- A parent workshop that addressed bike safety. Safety to and from school delivered by a science professional.

Additionally, four members of our teaching staff were invited by the NRMA to join a collaborative working party in which educational resources were developed for teachers to teach Road Safety to students. These resources will be distributed to schools across NSW.

We were very excited to have been able to provide this opportunity to your children to learn about road safety so they can better understand the importance of safety in relation to bikes, cars and roads.

BE EXCITED ABOUT READING (BEAR)

In 2014, we implemented the ‘Being Excited About Reading (BEAR) Program for the second time. The program aims to improve student reading accuracy which leads to increasing reading confidence and therefore student motivation and engagement.

The program targets Year 1 students who need additional support in reading but do not qualify for Reading Recovery or any other support. The program relies heavily on volunteer tutors. This year we had a group of 8 dedicated tutors, six of whom were parents and the other two were student teachers. The eight tutors undertook training and then worked with the students for a ten week period.

Children were assessed and then eight suitable candidates were selected to take part in the program this year. At the conclusion of the program students were again assessed in order to track their progress.

Once again the program proved to be a tremendous success having a positive impact on student learning outcomes. All students made great gain with their reading accuracy. In the ten week period children progressed between 7 to 10 reading levels on average.

Aboriginal education

Throughout 2014 Arncliffe Public School has supported and celebrated Indigenous Cultures through various programs and activities. Aboriginal perspectives are embedded 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 and Science. Our Creative and Performing Arts also highlight Aboriginal perspectives.

Our school celebrated Reconciliation Week. During this week all the children contribute to the development of the new art work that is displayed in the school Hall.

The SRC took the initiative to re-name our school sporting teams so that they reflect traditional landowners, who occupied our school site. This was done in consultation with local Aboriginal community members and members of our school community supporting the research conducted by the SRC. This project will continue into 2015 when new banners will be made to reflect these changes.

The names are:
- Wuri
- Djadjung
- Djindjingara
- Mirribi

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

Tracey Agius and Jyoti Cardassilaris

Multicultural education and anti-racism

Arncliffe Public School has a high percentage (74%) of students from culturally diverse backgrounds. To foster harmony and tolerance, multicultural education is embedded in all integrated units of work and daily activities.

This year during Education week, children from LOTE/CLOTE had the opportunity to showcase songs and dances they had learnt. The event raises awareness of the cultures within our school. It demonstrates the similarities, differences and appreciation between cultures.

During Term 4, the German students at APS participated in the “Goethe Goes Wild” Incursion. Denny Walther from the Goethe Institute Sydney and Lexie from Taronga Zoo presented the children with a variety of animals. Information and questions were given in English and German.

The children were able to touch a Blue Tongue Lizard, Shingle Back Lizard, Tortoise, Possum and a Spotted Tree Python. They also saw a Stick Insect and a White Lipped Tree Frog.

After the animal presentation the children learnt to sing and dance ‘The Animal Tango’. They also paraded the animal masks they had made and some children were awarded prizes. The Goethe Institute also presented the school with German resources for the library.

It was a very informative and enjoyable experience for both the teacher and students.

LIBRARY

2014 has been a busy year for our school library. Students engaged with award winning literature, developed their information literacy skills and made use of ICT to flex their intellectual and creative muscles.

Throughout the year, Kindergarten have been learning book conventions and engaging in a range of literature chosen to encourage thought, discussion and a love of reading. Kindergarten students are also some of Arncliffe’s best borrowers and it is wonderful to see so much reading happening at home. Together we are developing a lifelong love of literature!

Stage 1 students made use of the iPads to find information on Australian animals which they then used to write information reports. In Term 3, students read all of the Children's Book Council Award shortlisted books and in Term 4, students used a story creator app to write and illustrate their own picture books.
Stage 2 students took advantage of our collection of iPads to conduct research into Australian Explorers in Term 1 and National Parks in Term 2. Students searched websites, took notes and then presented their information using Microsoft Word on the computers. In Term 4, students created movie trailers using iMovie.

Stage 3 researched issues around rainforest conservation using the iPads, locating, recording and using the information they found. Students learnt about Earth’s place in the solar system and how scientists’ knowledge of the solar system has changed throughout history. They conducted an author study and conducted experiments on changes of state as part of a science unit.

The theme for Book Week this year was ‘Connect to Reading’ and it was obvious that the Arncliffe school community have done just that. We had a record number of students dressed up for our parade and great support from parents and carers. Author and illustrator Aaron Blabey visited our school and delivered a fascinating look at how a picture book is created. Students also got to hear a number of his books that are yet to be published.

This year 203 students completed the Premier’s Reading Challenge, once again displaying Arncliffe Public School’s connection to reading. That’s up from 130 students in 2012 and 160 students in 2013! Next year we will be running special incentives to encourage even more students to take part, especially those in Stages 2 and 3.

As always, the library collection continues to evolve to keep up with curriculum changes and student interests. Attention to the non-fiction collection has seen increased borrowing from that section of the library and graphic novels and new releases are in constant demand!

**SCIENCE**

The NSW Syllabus for the Australian Curriculum: Science was released in 2013. Although implementation of this syllabus is not mandatory until 2015, significant resources allocated by the school to professional learning for teachers and new science equipment has meant that students have already been exposed to the national content and outcomes outlined by the new syllabus. The new syllabus, professional learning and resources have seen an increased interest in science across the school with teachers showing a renewed confidence in their ability to teach science, providing students with a more hands on inquiry model of learning. This inquiry model is introduced in Kindergarten and built upon until Year 6 with a focus on critical thinking and problem solving skills to engage and prepare students for science in high school.

In addition to the implementation of the new syllabus, a weekly lunchtime, Stage 3 science group took place in term 2. Students took part in weekly hands on experiments involving investigations into simple chemical reactions, air pressure and differences in density. The group made an electroscope, created a cloud in a bottle and launched a film canister rocket. The group included a mix of boys and girls, including a number of students who had taken part in the science group last year.

**PLAYGROUP**

Now in its 3rd successful year Arncliffe Playgroup is growing into a vibrant and fun playgroup. An
average of a dozen children, ranging from babies to pre-school age and their carers attend our playgroup every Friday morning.

Children develop social skills through play activities in the Kindergarten play base centre, followed by structured art and craft activities, music and storytime. Children are given the opportunity to develop social skills, fine and gross motor skills whilst interacting under the watchful eyes of their carers in an environment that is positive and engaging. It also gives parents and carers the opportunity to meet other adults and develop a friendship prior to their child starting school.

The playgroup has been rewarding for all involved to watch the children grow and develop throughout the year into social, confident and happy young children.

**WHITE RIBBON PROGRAM**

All students have been involved in the White Ribbon’s *Breaking the Silence* schools program for the third year now. This program has helped students develop attitudes that promote kindness, respect, tolerance and understanding of each other. Students have been involved in a variety of activities that have enabled them to explore their feelings about violence. This year, students have created a White Ribbon Garden in order for them to reflect on their behaviour when needed. Students approach this garden before they respond to a situation as it is a constant reminder of how we should behave. They have also been involved in producing different forms of artwork and writing poetry. Some Stage 3 boys were also given the opportunity to attend a White Ribbon poetry workshop and they presented their experience and poems at our annual White Ribbon Assembly. Stage 3 students were also involved in a poetry competition focusing on bullying behaviour. Steve Turner, a former Bulldogs player and a White Ribbon Ambassador, was invited as a guest speaker at our assembly to raise awareness and help break the silence around violence against women. The White Ribbon program has been very successful in our school as it supports our school values and our Positive Behaviour for Learning program.

**Student Leadership**

The School Captains and Prefects attended a National Young Leaders Day at the Sydney Entertainment Centre on Tuesday 26th March. They listened to inspirational leaders talk about leadership and their personal experiences. Students completed a workbook reflecting on their own leadership style and they had question and answer time with each speaker. The student leaders were able to make decisions about their own leadership roles within Arncliffe Public School and the goals they would like to achieve.

A new addition is 2014 was the purchase of School Blazers for the School Captains and Prefects to wear at Public Events and school assemblies. The Leaders look very smart and have worn their blazer with great pride throughout the year.
Arncliffe Public School continued its close relationship with the Arncliffe Men’s Shed. Throughout Terms 3 and 4, 7 students attended the shed and worked with the men creating a jenga game and shoe box to hold polish and brushes. This program is a positive mentoring program which is highly valuable for the students and the men involved.

2014 Total RAM Funding (2 Loadings)

Socio-Economic Background

The RAM funding was $21,001. This funding was used to employ an SLSO to provide additional support to students. This support was via in class support and small group focus. The outcomes were:

- Improve student engagement through targeted learning plans and programs.
- Increase student’s access to a relevant and meaningful curriculum.
- Improve student’s learning outcomes.
- Increase learning equity.
- Strengthen communication and relationships between school and home.

Aboriginal Background

The RAM funding was $2,598. This funding was used to:

- Improve the provision of quality teaching and learning programs for students through one to one instruction and small group instruction.
- Focus instruction on literacy and numeracy.
- Increase student’s access to a relevant and meaningful curriculum.

The Total RAM funding for 2014 was $23,599.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- Formal Meetings
- Forums

School planning 2012-2014:

School priority 1 – Literacy

Outcomes from 2012–2014

Improved student learning outcomes in the area of Critical Literacy

Evidence of achievement of outcomes in 2014:

- 83% of all Kindergarten students achieved level 8 or higher in Reading.
- 100% of Kindergarten children participated in the speech therapy program and each child made notable progress in written and oral recounts.
- A total of 88% of all Year 1 students achieved level 15 or higher in Reading.
- Outstanding gains achieved from the BEAR initiative in Year 1.
• 93% of Year 2 students achieved level 20 or higher in Reading.
• 82.6% of Year 3 students achieved above Band 2 in NAPLAN reading and 66.7% achieved Band 4 or above in Reading.
• 90.4% of Year 3 students achieved above Band 2 in NAPLAN writing and 67.8% achieved above Band 4.
• 74% of Year 4 students achieved sound or higher in Reading.
• 75% of Year 5 students achieved above Band 5 in NAPLAN reading
• 90.7% of Year 5 students achieved above Band 5 in NAPLAN writing.
• 74% of Year 4 students achieved sound or higher in Reading.
• 82.8% of Year 7 girls from APS achieved above Band 5 in NAPLAN writing which is 57.6% of students achieving greater than or equal to expected growth.
• 70% of all students in year 5 achieved greater than or equal to expected growth in grammar and punctuation and 82.1% for girls in Year 5.

Strategies to achieve these outcomes in 2014

• Introduce the new English syllabus and develop teacher skills in visual and multimodal literacy through professional development.
• Introduce a Speech therapy program into Stage 2 and Stage 3, with a targeted small group of students in Stage 1.
• Continue the Be Excited About Reading (BEAR) program and train additional parent tutors. Deliver a BEAR strategies workshop to Kindergarten parents to give them strategies to assist their child to learn to read and develop critical literacy skills.
• Introduce the “Write a Sentence a Day” program K-6 to develop writing skills and ability.
• Develop a spelling, grammar and punctuation scope and sequence K-6.

School priority 2 - Numeracy

Outcomes from 2012–2014

Improved student learning outcomes in numeracy through a focus on Working Mathematically processes in the current and new NSW K-6 Mathematic Syllabus

Evidence of progress towards outcomes in 2014:

• 72% of Kindergarten students have moved two clusters on the Numeracy continuum.
• 85% of Stage 1 students achieved sound or higher in Numeracy and moved two clusters on the continuum.
• 90.4% of Year 3 students achieved above Band 2 in NAPLAN Numeracy and 58.7% achieved Band 4 or above.
• 82% of Year 4 students achieved sound or above in Numeracy.
• 79.9 % of Year 5 students achieved above Band 5 in NAPLAN numeracy.

Strategies to achieve these outcomes in 2014:

• Develop a shared understanding of the new Mathematics syllabus through ongoing professional learning and the online Connect Learning workshops:
  • Continued implementation of the Teaching Early Numeracy (TEN) program K-2.
  • Full implementation in Stages 2 and 3 of the Taking Off With Numeracy (TOWN) program.
  • One teacher to train as a TOWN Facilitator.

School priority 3 – Technology in Learning and Administration

Outcomes from 2012–2014

Explicit Integration of Information and Communication Technology (ICT) into teaching and learning programs and school administration procedures

Evidence of progress towards outcomes in 2014:

• 100% of classroom teachers marking the classroom electronically.
• Wi-Fi networking across the school site has increased internet capacity and therefore provided greater availability to all staff and students. The use of iPads continues to increase across the school.
• The communication survey completed by parents overwhelmingly endorsed the school phone App confirming that communication between school and home has been greatly improved.
• The ICT Scope and Sequence has been updated and will be formally introduced and followed in 2015 and beyond.
• The BYOD committee investigated the pros and cons of introducing BYOD. The research undertaken was visiting other schools, research papers, a BYOD conference and staff discussion and consultation with the School Council and P&C. The outcome was to defer a BYOD introduction into the school at this point in time.
• Online payments were introduced into the school in Term 4 with many parents taking up this option. It is anticipated that online payments will continue to increase as the preferred method of payment.
• An Online School Interview program was trialed successfully by the school in 2014 and will become the established practice for 2015 and beyond.

Strategies to achieve these outcomes in 2014:
• Review and rewrite an updated ICT scope and sequence K-6.
• Investigate through action learning, the proposal to introduce a Bring Your Own Device (BYOD) policy and procedures.

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

Outcomes from 2012–2014
Each teacher to develop and maintain a professional learning plan with Executive
Evidence of progress towards outcomes in 2014:
• 100% of staff adhered to the new TARS/EARS policy which included the Australian Professional Standards. All staff successfully completed TARS/EARS signoff.
• All staff were offered the opportunity to undertake leadership roles within the school. This included leading committees and specific programs and projects. 2 teachers attended the Aspire conferences. 2 teachers had the opportunities to step up into Relieving Assistant Principal roles and 2 Assistant Principals had the opportunity to relieve as Principal on two separate occasions for extended periods.
• Induction practices continue to improve and grow.

School Priority 5 – Parental Engagement
Outcomes from 2012–2014
Increased parental engagement in supporting their child’s learning
Evidence of progress towards outcomes in 2014:
• The School communication survey was overwhelmingly positive with 99% of respondents confirming that the School App has greatly improved communication. 90% of respondents regularly access the school website. 80% strongly agreeing that the information is relevant and easily accessible.
• 80% of respondents indicated that they consult the school newsletter and Term calendar on a weekly basis.
• 6 new parents trained as BEAR Tutors and 2 returned from their previous training. All strongly agree that it is a very satisfying and rewarding program to be involved with.
• Whilst numbers are not recorded, there is strong community representation at all school events throughout the year.

Strategies to achieve these outcomes in 2014
• Continuation of the School Council.
Continuation and expansion of the BEAR program.

School Priority 6 – Student Welfare

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2014:

- No staff was trained for Seasons for Growth, however, the program was offered and operated strongly during Terms 2, 3 and 4.
- The Home Learning Policy was successfully trialed with no families opting out of Home Learning for 2014.
- The White Ribbon Garden was made into a permanent garden and area for reflection. 6 Stage 3 boys attended a White Ribbon interschool poetry writing workshop.

Strategies to achieve these outcomes in 2014

- New staff trained to become Seasons for Growth companions.
- Trial of the new Home Learning Policy.
- Build on the strength of the White Ribbon Day charter.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses have been included and integrated into this report and formed the basis of the 2015-2017 School Plan and Strategic Directions.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

2014 has been a year of review and redefining the school’s vision for the future and the directions needed to be taken to achieve this direction.

Our vision statement is: “to educate children in our culturally diverse school to be confident, creative, resilient, responsible and respectful learners engaged in a curriculum where they are supported and challenged to be active, informed citizens contributing to our society.”

Our three strategic directions are as follows:

**Strategic Direction 1**

Student Learning – Students will be confident and successful learners engaged in a relevant and interactive curriculum.

**Purpose**

To provide a learning environment that has high expectations and adds values to all students learning in all areas of the curriculum. To embed a positive culture and set of values focusing on safety, respect and responsible learning. Assessment and reporting is supported by consistent and relevant feedback. To promote an explicit commitment to wellbeing.

**Strategic Direction 2**

Quality Teaching and Leadership – Staff will be collaborative, dynamic, reflective and high performing.

**Purpose**

To provide students with quality personalised and authentic 21st century learning opportunities focusing on critical thinking, problem solving, communication and collaboration. Increase leadership capacity and succession planning using the Australian Professional Standards for Teachers and Principals and the Performance and Development Framework

**Strategic Direction 3**

Community Engagement – A school community that is inclusive informed, reflective and engaged.

**Purpose**

To continue to build a school community that operates in a collaborative and sustainable manner which values our cultural diversity,
school values and high expectations. Through reflective practices and whole school planning, expand and develop community partnerships to support student learning and outcomes.

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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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: