

Arncliffe West Infants School

Annual Report



2016



5103

Introduction

The Annual Report for 2016 is provided to the community of Arncliffe West Infants School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Vanda Quinn

Principal

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Message from the Principal

2016 has been a year of embedding the changes implemented through our School Plan in 2015 and as a result we have achieved improvement in our self-assessment against the Schools Excellence Framework in the domains of Learning and Leading.

Our Literacy and Numeracy strategies are improving outcomes across the stages and our progress has been outlined in Strategic Direction 1 of this report. Given the language challenges in our school we are very proud of the gains we have made in this area. Our Learning and Support team has been integral to our success.

The teachers who participated in the National Music Teachers Mentoring Program in 2015 became mentors in 2016 and extended the music expertise within the staff. We also participated in a number of excursions to the Opera House to watch performances and to participate in the 'Count Us In To Music' performance day.

We continued to provide regular opportunities for students to enjoy our green spaces through physical activity both during and after school and at the same time were able to show an increase in aerobic fitness. As 2016 was an Olympic year, we joined other Infants schools in our area to hold a Mini Olympics. The competition was fierce but so was the team work and there were lots of new friendships forged as a result.

We treasure the nurturing qualities of life in an Infants school and strive to fulfil the hopes and dreams of the parents who entrust the care and education of their precious children to us. It is my great pleasure to work with such a dedicated and talented staff who step up to this responsibility every day.

I certify that the information in this report is the product of rigorous school self-assessment undertaken with staff, parents and students and provides a genuine account of the school's achievements and challenges.

School background

School vision statement

Arncliffe West Infants School aims to build strong foundations for a lifetime of learning by providing our students with the academic, social and physical skills to make positive contributions to their communities in the 21st Century and beyond.

To support this aim the school will:

- Focus on Literacy, Numeracy and employ 21st Century technology
- Promote confidence, independence, compassion, leadership and physical literacy
- Develop innovative thinking, an appreciation of the Arts and a sense of adventure

School context

Arncliffe West Infants School, established in 1912, is located in the suburb of Arncliffe in Sydney's inner west. The urban renewal process has recently changed the suburb profile with a marked increase in high-rise residential developments.

This rapidly changing landscape has created a diverse student population with a very multicultural mix. As one of the few Infants Schools with an on-site preschool we are able to cater for students from Preschool to Year 2, offering focussed foundational learning.

The school offers extensive green space and outdoor opportunities for play and sporting activities, which is of particular value to those students living in high-rise homes.

The school's motto 'Grow in Friendship' encapsulates the ethos of the school where mutual respect and compassion for others is valued.

The school has an active parent group that organise many social activities for the students and engages in many supportive relationships with community stakeholders. There are a range of volunteers donating time to the school to support language, music and the Library.

Arncliffe West Infants participated in the NSW pilot of the National Music Teacher Mentoring Program in 2015 which was a Federally funded initiative to promote music education in government schools in collaboration with University partners. The positive impact of this program on student confidence has led to a continued rollout through 2016 and 2017, with a school wide focus on the role of music in language acquisition.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Toward the end of 2016 staff collaboratively assessed our performance against the School Excellence Framework identifying and recording the evidence we have to support our assessments. After entering this information into the School Excellence Framework– Self-assessment Survey, we produced a report indicating that in most areas our school was 'Sustaining and Growing' in the domains of Learning, Teaching and Leading and that we have improved our performance in some aspects of Learning and Leading.

In the domain of **Learning** we have continued our focus on intentional learning in order to engage children more fully in their personal learning journey. We have developed individual challenge sequences based on the numeracy continuum and packaged them into a child friendly format. This strategy is in addition to our ongoing focus on individual learning needs to ensure that each student has equal access to the curriculum. We continue to offer a range of opportunities for musical education and performance and have observed the positive impact on confidence in students across the school, especially those with limited English language. Daily opportunities for physical activity both in school and after school have produced significant improvement in aerobic fitness and additionally improved student teamwork and co-operation with a marked reduction in referrals to the Positive Behaviour Program. We have improved our performance in the area of 'Wellbeing' from 'Delivering' in 2015 to 'Sustaining and Growing' in 2016. We have achieved this through improving outcomes for emotional wellbeing by introducing mindfulness and breathing techniques to reduce anxiety into our Social Skills program.

In the domain of **Teaching** our collaborative practice has benefitted from a transparent and inclusive management structure with collegiality valued and encouraged. Teachers are routinely participating in the Performance and Development Plan (PDP) process including rigorous self-assessment and collaborative feedback. Music mentoring continued to be rolled out in 2016 across the school with 2015 mentored teachers becoming mentors this year. School Development Days were used to create co-ordinated programs across the stages in order to link syllabus delivery with the continuums for Literacy and Numeracy and provide both inspirational and mandatory training in areas linked to the School Plan. The School Plan and Milestone tracking have improved teacher focus on evidence collection and the importance of using of evidence to inform program preparation and planning.

In the domain of **Leading** we have improved performance from 'Delivering' in 2015 to 'Sustaining and Growing' in 2016 for the aspects of 'School Planning, Implementation and Reporting' and 'School Resources'. We have refined our processes for monitoring, evaluation and review through better milestone and evidence tracking for both the School Plan and our self assessment against the Schools Excellence Framework. There has been an increased focus on improving workforce capital with the engagement of a number of specialist services such as a speech pathologist and the provision of a teacher workspace with a number of workstations for collaborative planning and meetings. Volunteer services have also been engaged to provide in-class support for Mongolian students with little or no English language. Building on the implementation of specialist areas of expertise for staff in 2015, senior teachers have taken on greater responsibility and demonstrated leadership in their areas of expertise, increasing team flexibility and enhancing productivity. Some teachers who have taken on leadership roles in Learning and Support, Literacy and Numeracy, are addressing the Professional Standards at the level of Highly Accomplished in their PDP's. These teachers have been encouraged to begin to formalise this change in status in 2017.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Implement effective evidence based teaching and learning in Literacy and Numeracy

Purpose

To improve foundational learning in Literacy and Numeracy to optimize access to future learning opportunities and maximize student potential. To improve student engagement with and responsibility for their own learning journey and become self-motivated and self-directed learners.

Overall summary of progress

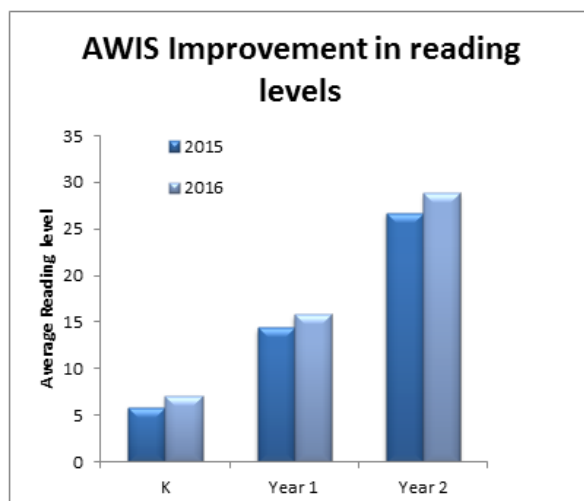
Students tracking on the Literacy continuum through PLAN and data walls has improved targeting of Learning and Support and program differentiation. A scope and sequence for Phonics has been developed to co-ordinate learning across the stages. Student directed learning linked to the Numeracy continuum has been more successful in 2016 with teachers reporting better engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% Improvement in Reading Levels and SENA testing outcomes measured quantitatively at the end of each semester and by formative assessment during the instructional period.	Reading levels improved 2015:2016 by 18% for Kindergarten, 9% for Year 1, 7% for Year 2. There has been little impact on SENA outcomes to date, however, strategies are in place for 2017 based on evidence collected in 2016.	
Qualitative assessment of student engagement and motivation will be examined in conjunction with improvements to quantitative outcomes to monitor the impact of the change in pedagogy.	Teachers reported that years 1&2 were showing good engagement with intentional learning through the Numeracy Continuum trains. After assessing the feedback from Kindergarten it was decided that the Numeracy trains were not a useful tool for this cohort due to lack of English and maturity.	

Next Steps

In 2017 teachers will implement a revised Phonics scope and sequence integrating the Reading Eggs program into the classroom. Teachers will create child friendly statements from information in the Literacy continuum on 'Phonics' for development into a tool to facilitate child directed learning in Literacy. Teachers will focus on arithmetic strategies using the Numeracy trains and concrete materials with reduced reliance on the text book.



Strategic Direction 2

Produce confident and creative learners and performers.

Purpose

To equip students for a 21st Century learning and working environment, where presentation and implementation of ideas is integral to success. To develop higher order thinking and confidence through experiential performance based programs.

Overall summary of progress

The Music Mentoring Program continued to be rolled out internally with PDP feedback sessions reporting a high degree of teacher engagement with the mentoring experience. Music continues to be an integral part of the delivery of English language support providing observed impacts on confidence in children with little or no English.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are able to sing, interpret and create basic musical ideas using simple notation. Measured by analysis of data from the National Music Teachers Mentoring Program.	Analysis of data from 2015 underpinned the continued rollout of the mentoring program in 2016. Data and results were presented to the community in a film on the schools' website 'Lighting the Fire'	\$2000– Teacher relief
Improvement in student confidence measured through successful public performance for peers and/or community. Achievement measured through audience feedback, student reflection and qualitative teacher assessment.	Parent feedback and increased attendance at assemblies and public performances supported the music program. Students initiated a number of musical performances for assemblies and performed with confidence at the Graduation Assembly.	\$5000– Excursions, transport to musical performances and costumes

Next Steps

The Music Mentoring Program will continue to be rolled out in 2017 to new beginning teachers on staff. The creative focus will move to dramatic expression in 2017 with incorporation of excursions to the theatre and in house dramatic productions on the agenda.



Strategic Direction 3

Equip students with the skills and knowledge to become active and informed citizens

Purpose

To develop Physical Literacy in students so that they are equipped with the skills and knowledge to lead a healthy, happy and productive life through the maintenance of physical, social and emotional wellbeing.

Overall summary of progress

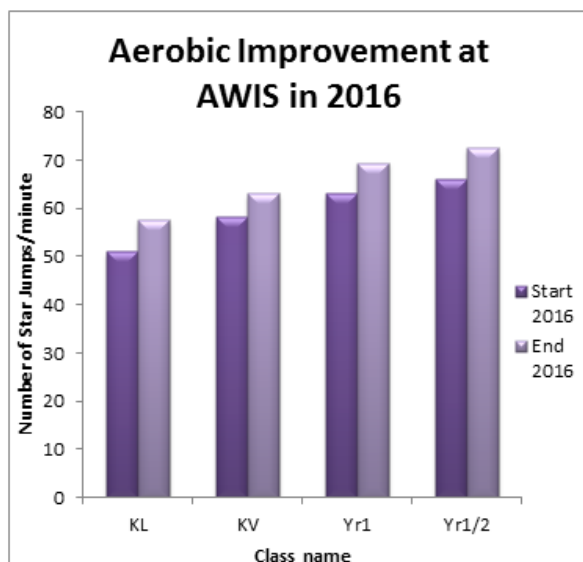
Achievement of a 10% improvement in aerobic fitness across the school during 2016, assessed by the performance of star jumps over 1 minute. This result exceeded projected improvement measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% improvement in aerobic fitness and Fundamental Movement Skills measured using age appropriate tests and baselines.	Fitness was measured using the number of star jumps performed in a minute during Terms 2 & 4. Individual comparison data was analysed at the end of 2016 and indicated a general school-wide improvement of 10%.	\$11,200 Sporting Schools \$800 Premiers Sporting Challenge
10% reduction in referrals to the Positive Behaviour Program.	There were 2 referrals to the Positive Behaviour Program in 2016 which is a 20% reduction on 2015 levels and 80% reduction since 2014.	
Lunchbox content indicates a greater proportion of healthy foods.	Student lists of lunch box contents were compared from Semester 1 and Semester 2 with most students showing an improvement in the food quality when assessed with regard to freshness and sugar content.	

Next Steps

- Maintain or improve aerobic fitness levels from those measured in 2016 by providing aerobic opportunities for students during in/after school sport programs and regular fitness sessions.
- Incorporate physical activity challenges into homework for Stage 1
- Focus attention on mindfulness and wellbeing in 2017 by incorporating these into the Social Skills program.



Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	LaST team feedback indicates that the EAL/D program has contributed to the improvement of language structures and English pronunciation especially in the EAL/D cohort (98% of school population) and that further use of RAM for English Language Proficiency for this purpose is indicated. The addition of a speech pathologist has facilitated the development of explicit teaching strategies and teacher resources aimed at improving English language across the stages. Given the high proportion of EAL/D students some of the resources were directed to improving interactive classroom equipment.	\$61,213 – EAL/D teacher \$9,100 – Speech pathology services \$7,282 – interactive classroom equipment
Low level adjustment for disability	Support was provided to students with characteristics of low level of disability in order that they have equal access to the curriculum. This support was provided both in class support and/or through small group coaching. The LaST targeted Literacy and Numeracy acquisition whilst the SLSO supported students with challenging behaviours to adapt to classroom routines and develop better social skills. Academic achievement was supported through Individual Learning Plans and curriculum differentiation	\$30,606– LaST teacher \$7,718 – SLSO support \$800 – disabled taxi fares
Quality Teaching, Successful Students (QTSS)	Teachers were released from face to face teaching to collaboratively plan programs that were well co-ordinated across the school. Senior teachers were released to provide constructive feedback during observation sessions and mentoring to support the Performance and Development process for 2016. Teachers reported that the level of collegiality was improved through these opportunities for collaboration and mentoring.	\$6733 Teacher relief
Socio-economic background	Equal access to education was supported through the provision of economic supplementation to those students whose families were unable to meet commitments for textbooks. By subsidizing excursions the school was able to offer rich creative and cultural experiences without imposing financial hardship. In recognition of the school's socio-economic need we were able to secure some complimentary excursions through grants from the Opera House Creative Learning team and Muru Mittigar Cultural centre.	\$2400 – Environment maintenance at Preschool \$5000– Excursion subsidies and costumes to support Strategic Direction 2
Support for beginning teachers		
Targeted student support for refugees and new arrivals	New arrival students were supported with small group classes to develop vocabulary and language structure. After noting the positive impact of music on this cohort in 2015 we also directed some of this funding to support our Music Mentoring Program through teacher release. Both the small group lessons and Music Mentoring program accelerated the acquisition of English	\$20,314 or 0.2 EFT – casual teacher support.

<p>Targeted student support for refugees and new arrivals</p>	<p>conversation and reading in these students as well as greatly improving their confidence.</p>	<p>\$20,314 or 0.2 EFT – casual teacher support.</p>
<p>Step Up to School– Transition Program</p>	<p>A sense of belonging was fostered in our pre-schoolers through our Step Up to School Program which promotes inclusion in school life through shared singing, dancing and library sessions as well as attendance at assemblies. Language acquisition was supported in the Preschool by specialist EAL/D and Community Language Teachers. Students who participate in this program make more settled transitions into Kindergarten.</p>	<p>\$4032– Teacher relief and resources</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	43	31	34	31
Girls	27	24	26	43

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	94.9	95.2	95.2
1	94.8	94.1	92.8	93.4
2	96	95.5	96	93.4
All Years	95.6	94.8	94.7	94.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
All Years	94.7	94.8	94	94

Management of non-attendance

The school has a comprehensive tracking system that regularly monitors and contacts parents regarding unexplained absences. A significant number of students takes overseas holidays during school terms for family reunion purposes which is reflective of the multi cultural nature of the student population.

Class sizes

Class	Total
KV 2	13
KV 1	13
1	22
1/2	18

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.98
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
Teacher of ESL	0.6
School Administration & Support Staff	2.61
Other Positions	0.63

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Arncliffe West Infants School currently has no Aboriginal teachers on staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

- Professional learning in 2016 included:
- The Music Teachers Mentoring Program was rolled out by teachers mentored in 2015 to new teachers in 2016 and evaluated in PDPs.
- Joint School Development Days to undertake Mandatory training
- Continued staff development in curriculum differentiation for children with special needs.
- The Principal and Senior Administrative Manager attended extensive training over terms 3&4 on the various software packages included in the rollout of Learning Management and Business Reform across the Georges River network.
- Preschool staff attended professional learning on the Quality Improvement Program
- Selected staff attended Creative Learning with the Opera House and a conference at Turramurra Public school, 'Eye on the Future'.
- In class training was provided to support the installation of new interactive whiteboard equipment in selected classrooms.
- All Preschool teachers were accredited in 2016 and evidence collection was commenced for those teachers hoping to become accredited in 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	88 991.98
Global funds	109 977.69
Tied funds	98 793.05
School & community sources	23 200.19
Interest	1 850.50
Trust receipts	55 390.20
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	11 024.06
Excursions	2 153.58
Extracurricular dissections	14 550.94
Library	1 486.24
Training & development	0.00
Tied funds	82 801.27
Short term relief	9 787.63
Administration & office	26 144.43
School-operated canteen	0.00
Utilities	13 426.72
Maintenance	12 017.73
Trust accounts	41 125.21
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	189 268.49
(2a) Appropriation	163 985.80
(2b) Sale of Goods and Services	18 567.16
(2c) Grants and Contributions	6 605.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	110.53
Expenses	-82 685.05
Recurrent Expenses	-82 685.05
(3a) Employee Related	-63 228.38
(3b) Operating Expenses	-19 456.67
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	106 583.44
Balance Carried Forward	106 583.44

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	654 540.44
Base Per Capita	4 150.89
Base Location	0.00
Other Base	650 389.55
Equity Total	126 567.26
Equity Aboriginal	0.00
Equity Socio economic	8 576.92
Equity Language	77 595.08
Equity Disability	40 395.26
Targeted Total	23 080.00
Other Total	275 659.45
Grand Total	1 079 847.16

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

As our students move on to other schools for Year 3 we do not participate in NAPLAN testing which is reflected in the absence of data on the *My School* website for our school. Please refer to previously reported data in the Strategic Directions section of this report for 2016 school based assessment results.

Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below:

Parents reported a high degree of satisfaction with all programs across the school and were especially appreciative of after school initiatives such as sport and Mongolian/English language classes. Based on parent survey responses the school has begun the tendering process for before and after school care onsite. Parents of children who have moved on to other schools have also provided positive feedback in emails 'We hear lots of compliments about their (the students) performances and English. We were so blessed that we've shared 2 wonderful years with AWIS'

Teachers reported reinvigoration of purpose with the engagement of some younger staff in support roles. Teachers attending meetings and courses remarked that the level of collegiality and job satisfaction at AWIS is exceptional by comparison with feedback from other colleagues in the network. Teachers feel supported and are happy with school resourcing.

Students were very positive again about the after school sport program and spoke very favourably about events such as Movie Night that are hosted by the P&C. Generally students say playing with their friends is the best thing about school but occasionally we get comments such as: 'Play learn do our show and do gymnastics' or 'It's good or maybe more then good It's fun, amazing and great.'

Community representatives are invited to our graduation assembly at the end of each year. In 2016 the Administrator of Bayside Council attended and wrote afterward 'The enthusiasm and camaraderie of your young charges is a credit to you and your staff. Your presentation ceremony was one of the most heartwarming that I have attended. It is clear that you have a committed staff and supportive school community.'



Policy requirements

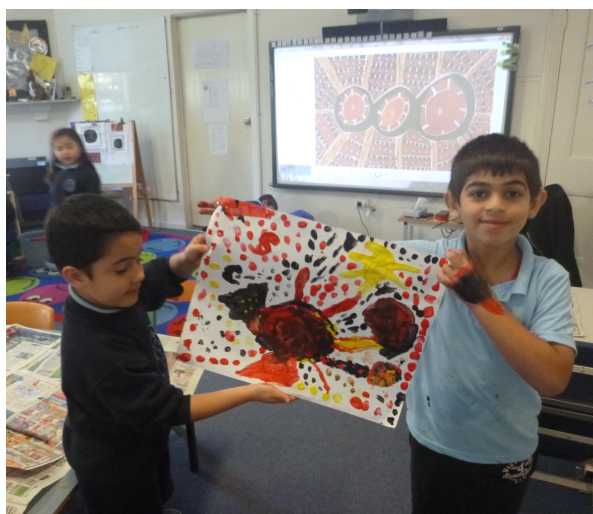
Aboriginal education

Although there are currently no Aboriginal students at AWIS we recognize traditional ownership of our land at assemblies and acknowledge Aboriginal culture through songs, stories and artwork.

Teachers and Parents celebrate NAIDOC week with a comprehensive range of activities that celebrate the culture of our first Australians. In 2016 we focused on understanding country through songlines.

In the classroom teachers include Aboriginal resources and materials to bring our Aboriginal heritage into sharp focus for students.

In 2016 we included an excursion to Muru Mittigar into our program



Multicultural and anti-racism education

Arncliffe West is committed to developing understanding and tolerance of cultural and religious diversity. Our student population is comprised of 14 different cultural backgrounds with 98% identifying from language backgrounds other than English.

We have a highly respected Community Language Program that caters for both Arabic and non-Arabic students. This enables students to acquire written skills in their first language or learn a new language. In 2016 we initiated an after school Mongolian/English language class supported by community volunteers.

An EAL/D teacher ensures that students with little or no English are able to access vocabulary and language support to facilitate language acquisition and equal access to the curriculum and supplementary New Arrivals funding was employed to provide small group intensive English sessions for targeted students

There is a general emphasis in the school on symbolic or pictorial representations of information in order to cut across language barriers. Newsletters are written incorporating icons and photos, keeping words to a minimum to promote inclusivity. We have created a 360 tour of the school in English, Arabic and Mongolian and produced a movie about our Creative Arts program. Both of these rich visuals are available on our website along with newsletters and images describing school life.

Translations and interpreters, where possible, are provided for communication and discussions with parents who have little or no English.

Harmony Day, Sorry Day, NAIDOC week, Christmas, Easter, Eid, Bathing the Buddha, ANZAC day and Remembrance Day are all recognized and celebrated or commemorated at our school.

We have a trained Anti-Racism Officer, however, her services have not been required to date due the high level of inclusion and respect within the school community.

Other school programs

Arncliffe West Infants School runs an Arabic Community Language Program for students of Arabic background and optionally for students from other backgrounds. This program offers an opportunity for the students to learn or maintain their language. Each class group attends two hours a week to learn the main components of the Arabic language which are listening, talking, reading and writing. The language is taught in a meaningful and enjoyable way.

The program enables students to develop positive self-esteem through the recognition of their language and culture within the school. Students also develop an understanding of their own culture in the context of Australia's multicultural society.