

# Mount Lewis Infants School

## Annual Report



2016



5241

## Introduction

The Annual Report for **2016** is provided to the community of **Mount Lewis 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.

Angela Rieger

Principal

### School contact details

Mount Lewis Infants School

Noble Ave

Greenacre, 2190

[www.mtlewisinf-p.schools.nsw.edu.au](http://www.mtlewisinf-p.schools.nsw.edu.au)

[mtlewisinf-p.School@det.nsw.edu.au](mailto:mtlewisinf-p.School@det.nsw.edu.au)

9790 4650

## School background

### School vision statement

Mount Lewis Infants School's vision is to create a quality environment that provides every student with the best start in life. We aim to promote a culture of excellence academically and socially, tailoring learning to be personalised and stimulating. We want to develop self-motivated, confident learners who will be successful and well-rounded citizens.

### School context

Mount Lewis is held in high regard by the community and is recognised for our close ties with our families and community. Enrolments have steadily increased in recent years and the student cohort has an increasing proportion of students with English as an Additional Language or Dialect (EAL/D) – now around 98%.

Staff is committed to quality teaching and our school programs have been successful in providing excellent foundations in early childhood learning.

Mount Lewis is a part of a Community of Schools that includes, Greenacre, Chullora and Banksia Road Public Schools.

We cater for diverse learning styles and for the specific needs of a student cohort with English as a second language. We embrace Quality Teaching protocols to encourage this student involvement and responsibility.

The community is engaged through the Parents and Citizens Association, our Community Language Teacher (Arabic) and through our Instructional Leader whose role includes parent /carer communication.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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

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

In the Domain of Learning our school's self-assessment was determined at the Sustaining and Growing level. There are many positive elements demonstrated by staff on a daily basis that reflect positive relationships that promote a safe and secure environment conducive to learning. The school focus in the future will be on school wide practices for assessment.

In the Domain of Teaching the school's self-assessment was determined at the Sustaining and Growing level. Teachers use student performance data to address the effectiveness of their teaching and provide feedback to students to help them improve their learning. The area we need to move towards in the future is using class assessments to monitor student progress at the school level. This will better assist us to direct support in a more effective way.

In the Domain of Leading the self-assessment was at the delivering level. The school culture is beginning to embrace having leadership central to all programs. All evidence and planning related to teaching and assessment are beginning to be centralised and a culture of collaboration is being fostered.

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

Quality teaching, engaging and innovative educational practices.

### Purpose

To ensure learning for students is based on high standards of professional practice and quality educational programs. Our programs explicitly teach students to be literate, numerate, creative and productive. Students access information and communication technology to drive their independent and collaborative lessons and they are encouraged to develop their skills by teachers who use best-practice to deliver teaching and learning which will provide equitable access to all aspects of education.

### Overall summary of progress

Literacy, particularly Reading, was a major focus area this year. RAM funds were used to support this area by employing MiniLit tutors to assist those students who were behind the grade benchmark in reading.

A part time teacher was also employed to assist in the classroom with delivering individual support to students who needed small group instruction. As a result, the impact of these two programs was very positive on learning outcomes. Out of the students targeted for support, 85% showed a significant improvement in reaching grade expected outcomes. The remainder, showed an improvement while a few were referred to Learning Support for assistance.

EAFS Numeracy programs continued to reach every student and heavily supported teacher professional learning. The positive culture promoted through the EAFS staff for Numeracy has had a major impact on the improved skills accessed through TEN. As a school, the overall results are on the increase in the Numeracy area.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There is an increase in parents/carers showing knowledge of and identifying 21st Century learning skills as being essential to education and showing an understanding of the new syllabuses	Parents/carers attended workshops offered throughout the year and showed an understanding of the skills students need to be successful in the 21st century world.	Staff released to present community workshops, organised at school level, no cost.
NAPLAN data will show a consistent improvement in literacy and numeracy outcomes in value-added data consistent with the school's records	The MiniLit Program, an intensive reading program, was offered to students four mornings a week. Two tutors from Macquarie Uni worked with low achieving students in Yr 1. Data collected showed progress by 90% of students in reading, bringing them more in line with their peers and grade outcomes.  In addition, an extra teacher worked in classrooms with small groups, especially targeting ES1.	\$67 000 through RAM Equity Funds  \$24 000 funded part-time teacher through RAM Funds
Data shows an increasing number of students achieving grade level benchmarks (collected by EAFS Instructional Leader)	PLAN Data collected and analysed by IL, indicates growth across all areas for targeted students.  Staff increased their ability to more accurately assess student progress on the continuum due to guidance and PL from the IL. EAFS funds were used to accommodate release with casual staff.	\$2 000 EAsF Funds



## Next Steps

Quality Teaching rounds to continue, new focus is to use the 'What Works Best' document as a guide. After PL staff will select themes they want to explore and then receive feedback on.

Employ an additional teacher with RAM funds to support EAfS program (replace the Interventionist position), targeting Literacy, Reading and Writing, and Numeracy.

'Jellybeans Music' program to be implemented by specialist. Teachers to use the time to improve understanding of how to program music and how to deliver lessons. Students exposed to a specialist to increase creativity and a greater understanding of the music curriculum.



## Strategic Direction 2

Dynamic staff maximising outcomes.

### Purpose

All staff, including SASS and our community have professional learning opportunities that are comprehensive, engaging and flexible to meet the needs of our students and keep practices in our school current.

Student learning is underpinned by high quality teaching distinguished by professionalism and commitment.

Individually and collaboratively teachers evaluate the effectiveness of their teaching practices, student engagement, learning growth and outcomes and plan for the programming of each student.

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each others practices.

### Overall summary of progress

All staff completed a cycle of PDP process and attended PL in and out of school in order to reach their goals. Sharing of course information and exchange of ideas improved this year and a greater number of staff reported implementing suggested strategies in the classroom. A very positive atmosphere is developing around trialling strategies and seeing their impact.

The Executive team successfully supported and guided a number of staff through accreditation. Accessing QTSS funds has assisted in a more systematic way of supporting teachers undertaking accreditation. Classroom observations and reflection time have been more strategically planned and used in a more effective way.

Networking at the Community of Schools level has been very positive for the Executive team who took part in the Bankstown Network Leadership Project. As a school team we were able to use the input at the theory level to suit our context and our leadership needs. As a result the team have a better understanding of roles and have formed a closer bond and a positive profile with the staff.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff completing individual professional learning goals as evidenced through the PDF	Staff participated in a full cycle of the PDP process. Executive team used QTSS money to provide time to support staff and complete the evaluation process.	QTSS Funds
All teachers undertaking accreditation successfully complete and maintain the process	Two teachers were successfully accredited at proficient level and two completed the Maintenance cycle of accreditation.	QTSS Funds.
Leadership team and/or staff developing leadership skills show evidence through staff and Community of Schools presentations	Principal completed an ACEL Leadership course with a mentor.  The Executive team attended the Bankstown Network Leadership Project with Steve Francis.	\$1 200  \$2 400

## Next Steps

The leadership Team to develop an effective 'Formative and Summative Assessment' project to drive a coherent and consistent assessment schedule across the school.

Whole staff to explore 'What Works Best' document linking it to the existing Quality Teaching Framework that we use as a staff and to the Australian Teaching Standards.

Quality Teaching Rounds to continue and show effective feedback has a positive impact on classroom practice.



### Strategic Direction 3

Confident, resilient, respectful students.

#### Purpose

MLIS has a focus on programs which develop the 'whole person' – to ensure that excellence in literacy and numeracy are supported by lifestyle and self-awareness programs which develop citizenship, collaboration and sharing. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding. The school encourages students to recognise and respect cultural identity and diversity.

Programs such as PBL are essential elements. The school will develop and evaluate these programs and practices to deliver to our students and community education that prepares them for successful and informed integration into later primary education, secondary and tertiary education –and into the broader Australian society.

#### Overall summary of progress

Student Wellbeing, addressed through PBL and Learning Support Team went very well. All staff and Community are aware of the PBL values and behaviour system and work in a consistent way to address all aspects of behaviour. The system was added to so that students work through a three level system and work their way to a medal over their time at MLIS. This added more body to the rewards and more of a goal for all students.

With the additional teacher time funded through extra RAM funds, it was possible to run playground games and social activities during lunch time which eliminated unwanted behaviour during this time. All students reported enjoying the activities and felt happier as they were busy and not in trouble.

Students were again offered time and experiences in the Garden, in Choir and Dance. These experiences were all very popular and we were able to show case some amazing performances at various times in the year. The community expressed gratitude and delight at how confident and polished the performances were and how much their children gained from being involved in such dynamic groups.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL and other citizenship programs are evaluated with increasing success and sense of being present at all times.	Reported negative playground behaviour was reduced as the playground games offered at lunch time were a positive distraction.  90% of the students know the school rules/values and apply them during the school day.	\$3 000 for new merit awards and badges.
Data indicates all teachers are implementing the PBL program in classrooms.	100% of staff are implementing PBL strategies across every school context–library, excursions, MiniLit, EAL/D room etc.	\$0
Teacher feedback indicates enhanced student engagement in learning through whole school focus on wellbeing programs.	Classrooms are more settled and learning is occurring with fewer interruptions. Teachers are completing more planned work as PBL allows for predictable and consistent rewards and consequences.	\$0



## Next Steps

Investigate, trial and implement a resilience and emotional Wellbeing program, such as, 'Bounce Back'.

Look for SRC systems to suit K–2 students. and attempt to modify and implement to suit our students.

Implementing the Community Engagement funds by developing a Community Garden Project tailored for involving our Community. The funds will be used to employ a teacher to plan the program and to source appropriate resources.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	<p>Strategic Directions 1 and 2</p> <p>EAL/D Staff work closely with classroom teachers to improve their understanding of strategies that best support students from an NESD. All class programs are supported by additional EAL/D staff so small group support can be offered. The impact of this program is that all students receive more personal time and explanations which leads to greater confidence, more work being completed, higher student engagement and better outcomes achieved.</p> <p>EAL/D staff are an integral part of school life, advising staff on all aspects of school planning. Everyone benefits from the additional expertise and support, including the community.</p>	<p>\$18 261</p> <ul style="list-style-type: none"> <li>• Funding indicated elsewhere. (\$0.00)</li> </ul>
<b>Low level adjustment for disability</b>	<p>Strategic Direction 1</p> <p>Additional support is offered to all students who have been referred to the LST. Support is offered in the way of additional time and revised outcomes so students are working at their level which leads to achievement and a better self esteem.</p> <p>Literacy, particularly reading and writing are heavily supported at all times. MiniLit tutors, LAST and additional staff all work as a team to identify and prioritise student need.</p> <p>Many students who would not be achieving grade outcomes without support, would not be reaching the outcomes they are nor would they have such a positive approach to learning.</p>	<p>\$23 914</p> <ul style="list-style-type: none"> <li>• Funding indicated elsewhere. (\$0.00)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>The Assistant Principals found this time invaluable. We had access to the funds from term 3. The APs used the extra time to be released from class to oversee the negotiations of the PDPs, mentor teachers, do classroom observations and provide feedback, read and edit reports in a timely manner and have an Exec Planning day.</p> <p>All staff reported a reduction in stress with the luxury of time to plan and discuss matters in a professional way. The APs were able to plan more quality PL and complete all planned activities without rushing.</p>	<p>\$6 000</p> <ul style="list-style-type: none"> <li>• Funding indicated elsewhere. (\$0.00)</li> </ul>
<b>Socio-economic background</b>	<p>Strategic Directions 1 and 3</p> <p>Students targeted by the LST received additional in class support by the extra time funded through the equity money. Class teachers were able to target the whole class while using the extra support to offer modelled and guided group work to students who needed it. Engagement on tasks was reported to be higher due to adjustments</p>	<p>\$27 872</p> <ul style="list-style-type: none"> <li>• Funds indicated elsewhere. (\$0.00)</li> </ul>

<b>Socio-economic background</b>	<p>made to the curriculum meeting the needs of the students.</p> <p>The additional teacher time also catered for playground games and activities during lunch time. The playground had fewer incidences of reportable behaviour and a much calmer atmosphere.</p>	<p>\$27 872</p> <ul style="list-style-type: none"> <li>• Funds indicated elsewhere. (\$0.00)</li> </ul>
<b>Early Action for Success</b>	<p>The additional staffing and resources that have been made possible through the EAfS funding as been invaluable to staff morale, PL and improved practices in the classroom.</p> <p>The impact of the EAfS program has proved successful in that a greater number of students have reached end of year grade benchmarks in comparison to previous years. All staff report the positive aspects of the intervention across all aspects—from planning to identifying needs to delivering individual instruction. A most positive effect for the whole school community.</p>	<p>Training Grant \$30 000</p> <ul style="list-style-type: none"> <li>• Funds indicated elsewhere. (\$0.00)</li> </ul>



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	91	81	96	100
Girls	91	92	82	72

Numbers remain steady between 170–180, depending on the time of year. The school is very popular in the area and we get many out-of-area applications.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	96	95.1	95.3
1	94.9	97.2	93.6	95
2	96.3	94.6	94.8	94.6
All Years	95.6	96	94.5	95
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

School attendance is very good. Partial absences are a bit of a problem as parents tend to collect students early thinking that it doesn't matter as the children are young. We work with the HSLO and follow up on unexplained absences quickly.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.38
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	1.6
School Administration & Support Staff	2.02
Other Positions	0

\*Full Time Equivalent

Mount Lewis Infants does not have any teachers or SASS that have an Aboriginal background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

### Professional learning and teacher accreditation

All staff at MLIS undertook significant and relevant professional learning connected to their PDP goals and the School Plan in 2016. The staff focus for PL was in the areas of Literacy, reading and writing, and Numeracy. As well, exploring the Quality Teaching Framework and receiving feedback and reflection by peers during Quality Teaching rounds in order to improve teacher practices in the classroom.

## 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.

The school has a finance committee that meets on a regular basis to discuss and determine the budget priorities in line with the School Plan. All spending is verified by the Principal in keeping with the finance committee's guidelines. The school expended funds on a new driveway and gate access at the rear of the school and also planned and completed a new front entry to the school by opening a new gate and laying a new concrete path that leads directly to the administration area. Other spending was minor and expected.

All funds into the school are used to enrich the experiences of the students and provide fresh and current resources to stimulate learning.

Income	\$
<b>Balance brought forward</b>	<b>126 098.84</b>
Global funds	176 146.37
Tied funds	325 040.27
School & community sources	44 486.93
Interest	3 613.41
Trust receipts	6 637.11
Canteen	0.00
Total income	682 022.93
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	18 586.84
Excursions	3 573.64
Extracurricular dissections	44 168.21
Library	357.49
Training & development	3 181.82
Tied funds	234 262.86
Short term relief	34 002.07
Administration & office	31 490.19
School-operated canteen	0.00
Utilities	18 318.49
Maintenance	24 289.32
Trust accounts	6 587.51
Capital programs	654.54
Total expenditure	419 472.98
<b>Balance carried forward</b>	<b>262 549.95</b>

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

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	276 197.44
(2a) Appropriation	262 549.95
(2b) Sale of Goods and Services	8 067.93
(2c) Grants and Contributions	5 426.88
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	152.68
<b>Expenses</b>	-89 548.24
Recurrent Expenses	-89 548.24
(3a) Employee Related	-61 238.14
(3b) Operating Expenses	-28 310.10
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	186 649.20
<b>Balance Carried Forward</b>	186 649.20

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 <b>Actual</b> (\$)
<b>Base Total</b>	1 556 758.40
Base Per Capita	10 519.73
Base Location	0.00
Other Base	1 546 238.67
<b>Equity Total</b>	325 101.01
Equity Aboriginal	0.00
Equity Socio economic	27 873.96
Equity Language	181 494.26
Equity Disability	115 732.79
<b>Targeted Total</b>	0.00
<b>Other Total</b>	137 432.87
<b>Grand Total</b>	2 019 292.29

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.

## Parent/caregiver, student, teacher satisfaction

In 2016, the feedback from parents/carers, staff and students with regards to satisfaction and future directions is as follows:

Parents/carers highly value the increased communication and workshops offered to the community. The introduction of the Skoolbag App, the more comprehensive Newsletter, the Community calendar each term and the numerous workshops offered in various KLAs have all rated highly with the community.

All staff feel the more comprehensive and planned PL linked to PDP goals and the Milestones has given them a deeper understanding and involvement in the operation of the school as well as a richer visible role in leading and managing change.

The students had a clear, positive outlook about all the rich experiences offered to them throughout the year to stimulate engagement and build vocabulary and give them a love of learning.

Future directions identified included–parent involvement on a school project, more KLA workshops, and an extension on PBL to include resilience and confidence in students.



## Policy requirements

### Aboriginal education

The school has Aboriginal perspectives embedded throughout the curriculum and endeavours to highlight the Aboriginal culture whenever possible. The school has a NIL Aboriginal enrolment at present.

NAIDOC week had students immersed in rich learning experiences such as art, dancing and hearing stories from a local Aboriginal elder, who is also the Crossing Guard's wife.

The library has quality literature available for borrowing and teaching purposes and regularly displays posters and offers activities during lunch time sessions.

A staff member attends workshops and courses and shares with staff during PL to ensure all programs reflect Aboriginal perspectives and culture.

### Multicultural and anti-racism education

Our school programs foster understanding, tolerance, acceptance and active citizenship in this multicultural society. Class and school programs and values are regularly reviewed to ensure culturally inclusive classroom practices are embedded throughout and visible for all.

Teachers participated in PL to include strategies for multicultural and anti-racism education into their daily teaching.

A range of strategies have been incorporated in the school's communication with parents/carers from culturally diverse backgrounds. These included, raised profile of bilingual staff who can interpret, raised profile of our Community Language teacher, Arabic, as a source of communication and connection, use of telephone interpreter service. As a result these simple strategies have strengthened the engagement and support with the community.

The Anti–Racism Officer (ARCO) was made known to all groups and her role of building tolerance and understanding across the curriculum and our daily school life is embedded in school culture.