

Arncliffe West Infants School

Annual Report



2017



5103

Introduction

The Annual Report for 2017 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

2017 was the year of opening up the school to the community. The After School Klub commenced operation in August offering a rich program of activities for students before and after school. We also opened up our learning spaces to a community language group, English Corner, to support the acquisition of English conversation skills. Our volunteers increased in number providing general support during school hours and are highly valued by our staff. Local elections were held on site for the first time in many years and the school was visited by many voters who didn't even know it existed, despite it being over 100 years old. Arncliffe West is truly fulfilling its role of a service to the community.

As this is the final year of our three year school planning cycle, we rigorously assessed our progress against each of our goals. This self assessment delivered very positive results with demonstrable improvements in school performance in all areas. Given the language challenges that we experience in such a culturally diverse community, we reported our progress on our three strategic directions in video form by producing three short movies. These movies can be found on our website at <http://www.arncliffew-p.schools.nsw.edu.au/>. 'All Fired Up' reports on our teaching and learning in Literacy and Numeracy, 'Lighting the Fire' reports on our confident and creative learners and 'Baby You're a Firework' reports on our active and informed students. A picture says a thousand words.

The Secretary of Education, Mark Scott, came to our school this year to observe our music mentoring program in action. He was keen to hear feedback from mentored teachers who had participated in the program and observe first hand the impact on students. As a result of his visit, there is now increased support for the National Music Teachers Mentoring Program across the Department of Education. We have, and will continue to advocate for, music education for every student and implement a comprehensive music program for students and mentoring for teachers at Arncliffe West Infants.

In accord with the provision of more residential housing in our neighbourhood, our enrolments increased in 2017 and are projected to increase again in 2018. This year we gained an Assistant Principal position which resulted in improved leadership structures within the school. Executive release time facilitated an improvement in the delivery of co-ordinated Learning and Support, English language support and Counselling services. The better targeting of these services improved learning outcomes and wellbeing across the grades.

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.

Vanda Quinn

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 and lead a fulfilling life.

To support this aim the school will:

- Focus on Literacy and Numeracy embracing 21st Century media
- 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 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 with 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 organises many social activities for the students and engages in many supportive relationships with community stakeholders. There are also 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 and continues this collaboration by rolling out the mentoring program to new teachers. The positive impact of our music program on student confidence has been especially valuable for students learning English.

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.

At the end of 2018 AWIS 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 there had been improvements to performance in all aspects of the domains of Teaching and Learning and in some of Leading. Overall, we are 'Excelling' in 60% of aspects and 'Sustaining and Growing' in 40%. Milestone tracking through the School Plan, in conjunction with individual Performance and Development Plans, has focused attention on those aspects of the School Excellence Framework where improvement was indicated, culminating in targeted and highly relevant progress.

In the domain of Learning we delivered a co-ordinated school wide program based on synthetic phonics to support language acquisition and reading skills. We also improved student wellbeing through the inclusion of the School Counsellor in Learning and Support team meetings. This strategy facilitated the exchange of insights into student challenges and the formulation of more comprehensive strategies for support. The implementation of standardized testing in conjunction with better targeting of support services led to a marked improvement in Literacy results indicating enhanced curriculum delivery.

In the domain of Teaching we improved collaborative practices across the school and within stages by delivering co-ordinated Science, History and Geography K–2. There was also an emphasis on consulting and collecting evidence to support quality teaching. Senior teachers at the school devoted time and energy to mentoring early career teachers with classrooms open for observation sessions and collaborative feedback. Improved organisational structures within the Learning and Support team resulted in a more co-ordinated delivery of services to students and feedback to classroom teachers.

In the domain of Leading we refined the leadership structure through the addition of an Assistant Principal role. Release was provided for executive staff to collegially observe performance, model best practice and provide constructive feedback to teachers. We continued our collaboration with the National Music Teachers Mentoring program providing guidance to teachers and hosting observation sessions for colleagues. The school site has been made more available for community use by the provision of before and after school care through The After School Klub and the provision of learning spaces for community language groups such as, English Corner, to foster improvement in English language conversation and writing.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The introduction of a synthetic phonics program in 2017 has contributed to an accelerated acquisition of decoding skills that is reflected in the measured improvement in Kindergarten and Year 1 reading levels. The revised Numeracy scope and sequence introduced this year has improved the syllabus content delivery to all years with some improvement in the number of students testing in the top 2 bands for SENA. We have continued with our intentional learning strategies but have restricted the use of personal goals to Stage 1 students. To improve intentional learning in Early Stage 1 we have introduced games sessions to provide motivation for achieving outcomes. The games sessions have also proven valuable in Stage 1. A movie outlining our progress and strategies is on our website or at:

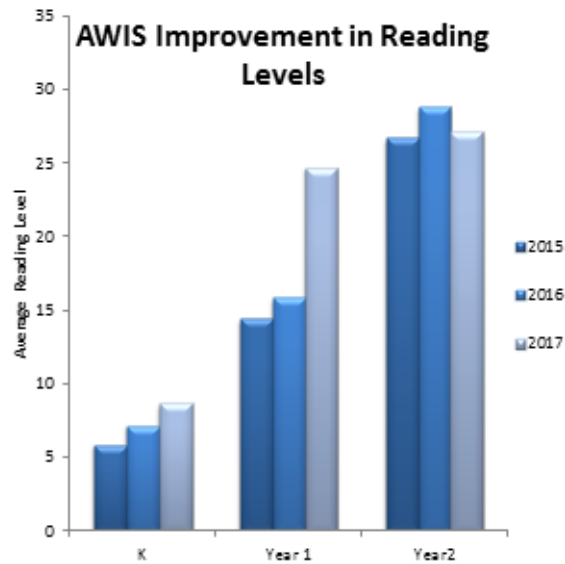
<https://www.filmpond.com/ponds/arncliffewestis/films/ahscpubhj3kc>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$600 Literacy Comprehension resource \$5,600 Speech Pathology services	We have achieved an overall improvement in reading levels of over 5% on 2015 levels with the most marked improvement in Year 1 results. The SENA results showed a marked improvement on 2016 levels with a doubling of the proportion of children in Year 2 in the top 2 bands.
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.	\$4,000 teacher release for testing.	Teachers reported a high degree of student engagement with the continuum trains in Year 2, however, there was little student engagement in Kindergarten or Year 1. Concomitantly Year 2 showed the greatest improvement in SENA results.

Next Steps

We will continue to implement synthetic phonics in 2018 with a intentional focus on phonemes. To further support Literacy we will concentrate on creative writing and vocabulary extension with particular attention on figurative language. Our Numeracy strategy will continue to focus on increasing the use of concrete materials in class with a timetable in place for equal access to shared resources across the stages. As the introduction of learning Progressions will replace Literacy and Numeracy continuums over 2018 we will be adapting our student data wall mapping and assessment strategies to the new paradigm. Our intentional learning focus will also include visible and regular goal setting for all grades.



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

We have continued our collaboration with the National Music Teachers Mentoring Program and forged links with external agencies to support the state-wide implementation of this program. In 2017 students accessed music programs both internally and externally with a further 2 teachers completing the mentoring program. A successful program of student performances was rolled out over term 4 with a high level of parental engagement. There is a movie of our progress and strategies on our website or at:

<https://www.filmpond.com/ponds/arncliffewestis/films/n8jrv1xwmc9n>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		Two Beginning teachers successfully completed the Music Mentoring Program in 2017 supporting improved student understanding of musical concepts and notation. Students continue to demonstrate musical knowledge in filmed feedback sessions.
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.	\$4407 musical performances and props	The musical performances presented at Term 4 assemblies reflected a high degree of musical understanding and confidence in both students and staff. These performances were well attended by parents and friends with very positive feedback.

Next Steps

In 2018 we will continue our work with the Music mentoring Program and host the filming of music lessons intended for distribution as teacher resource materials. We will introduce nursery rhymes and clapping games to diversify our program. Our creative arts focus will expand into visual arts with the implementation of a new scope and sequence covering renowned artists, techniques and media.



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

In 2017 the students had the opportunity to engage in Athletics, Rugby, Touch Football and Gymnastics with positive impacts on Fundamental Movement Skills and aerobic capacity. Anecdotally there were also positive impacts on co-operative play from team sports activities. Despite an increase in referrals to our Positive Behaviour Program these referrals were all in the lowest range with no behaviour escalating to levels 2 & 3. The impact of our nutrition program was evident with more healthy food options included in lunchboxes. A movie of our progress and strategies can be found on our website or at:

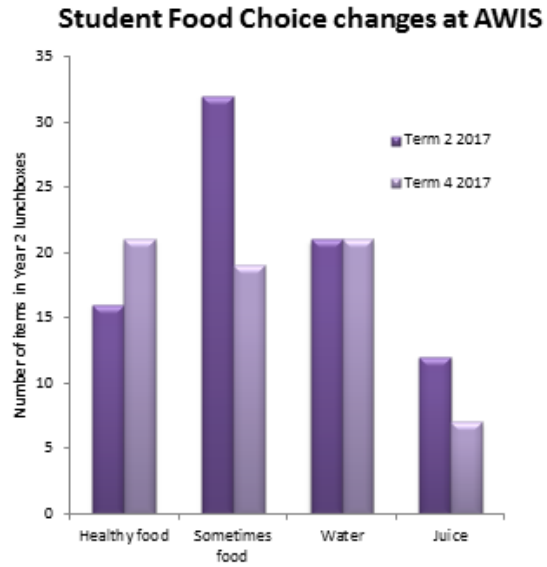
<https://www.filmpond.com/ponds/arncliffewestis/films/t3a2qd6jkagi>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% improvement in aerobic fitness and Fundamental Movement Skills measured using age appropriate tests and baselines.	\$1400 sports coaches \$8400 Sporting schools grants	Fundamental Movement Skills have improved and the focus on team sports has resulted in an improvement of student ability to follow rules when playing games. Student attitudes to fitness sessions and community feedback on the program have been positive.
10% reduction in referrals to the Positive Behaviour Program.		Students were highly engaged in the breathing and mindfulness activities, however, these practices are not yet fully embedded into the culture of the school. The Behaviour Management Program did not show the same gains in 2017 as previous years, however, all referrals were at the lowest level indicating that the program is moderating behaviour.
Lunchbox content indicates a greater proportion of healthy foods.		There has been a marked improvement in the food choices found in the surveyed lunchboxes over 2017. There were less 'sometimes' foods and more healthy meal options. Students also chose water more often than fruit juices.

Next Steps

We will continue to provide rich choices for physical activity and embed strategies for mindfulness through regular meditation/yoga sessions. The Nutrition Program will focus on food preparation and teaching students how to prepare simple meals. This activity will introduce students to the variation in food choices in our multi cultural community.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$81,946	Literacy results for 2018 indicate a marked improvement over 2016 levels. This improvement has been supported by the provision of a specialist EALD teacher 4 days a week. The EALD cohort at our school comprises 96% of the student population with many students unable to speak English when they arrive. The EALD teacher has provided vocabulary and structural language support while also assisting with the implementation of a school wide synthetics phonics program.
Low level adjustment for disability	\$30,472– LaST support \$14,294– SLSO support	Equal access to the curriculum was facilitated through Individual learning plans and curriculum differentiation support by a LaST 1.5 days/week and an SLSO 4hrs/day. The SLSO also supported students with minor physical disabilities to ensure student safety and those with behavioural difficulties to adapt to classroom routines and expectations. This support was provided both in class and/or through small group tutoring.
Quality Teaching, Successful Students (QTSS)	\$6,704	Senior teachers in mentoring roles were released from face to face teaching to provide ongoing support to early career teachers and constructive feedback during observations sessions as part of the ongoing Performance and Development process. Release time was also provided for collaborative planning and administration tasks.
Socio-economic background	\$10,385– Environment Maintenance \$13,619– student subsidies	Inclusivity was supported through the provision of school funded excursions and incursions. By subsidizing these activities the school was able to offer rich creative and cultural experiences without imposing financial hardship on families. The funds were also used to provide textbooks to families on a needs basis. Environmental maintenance was supported to maintain our preschool and infants green space which is especially important to our students who live in high rise apartments.
Support for beginning teachers	\$4,381– External Profession Learning \$22,519– Internal mentoring and release	Beginning teacher development was supported through the provision of external Professional Learning to improve programming and behavioural management strategies and facilitate the development of beginning teacher support networks. The balance of the funds were expended internally to provide our early career teachers with additional release from face to face teaching and mentoring from more experienced senior teachers. One of our beginning teachers has already submitted her accreditation and the other is working toward this outcome.
Targeted student support for refugees and new arrivals	\$81,259	Temporary teachers were employed to maintain smaller class sizes and support small group tuition in vocabulary development and language acquisition. A portion of this funding provided teacher release for our Music Mentoring Program as past experience

Targeted student support for refugees and new arrivals	\$81,259	has shown that student participation in music has a positive effect on language acquisition. Combined these strategies accelerated English conversation and reading skills with a direct improvement in student confidence.
Step Up to School– Transition Program	\$4,000	School funds were used to support 2 weeks of Transition to school experiences for 2018 Kindergarten students through the provision of teacher release and resources. Whilst this is the main expenditure of funds for the program, Step Up To School is supported all year through collaborative activities between the Preschool and Infants departments. The impact of this program is observed at the beginning of every school year as those students participating in the Program assimilate easily into Kindergarten.
Out of School Hours Care	\$30,000 Before and After School Care Fund Grant	This grant was used to provide equipment, flexible furniture and infrastructure improvements to the space allocated for the purpose of before and after school care. Tenders were sought and 'The After School Klub' was selected and commenced operation in August 2017. The operation of the space as a multi–purpose room during school hours and a rich activity space before and after school has been optimized through this expenditure and the service is well patronized.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	31	34	31	46
Girls	24	26	43	43

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	95.2	95.2	94.2
1	94.1	92.8	93.4	97.5
2	95.5	96	93.4	94.7
All Years	94.8	94.7	94.1	95.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
All Years	94.9	94.1	94.1	94.1

Management of non-attendance

- School non-attendance must be explained by the parent/carer and is monitored by teachers. Students away through illness for more than 3 days or where repeated instances have occurred within a short period are asked to present a medical certificate or other documentary evidence to support the justification for the absences. Parents must notify the school before taking a student away for an extended period. Any unexplained absences are referred to the Home School Liaison Officer.
- School attendance is generally good at Arncliffe West Infants and we have had no need for structured improvement programs.

Class sizes

Class	Total
K/1 PURPLE	17
KRED	18
KBLUE	18
YEAR 1 YELLOW	20
YEAR 2 GREEN	21

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	5.49
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	2.61
Other Positions	0.6

*Full Time Equivalent

Whilst our school staff is multicultural in composition, we do not have any Aboriginal employees.

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	0

Professional learning and teacher accreditation

- The Music Teachers Mentoring Program was rolled out To Beginning Teachers
- School Development Days were undertaken with our Community of Schools to satisfy mandatory training requirements
- School Development Days focused on: iPad use in the classroom with specialists visiting to talk about Scratch Junior and iMovie, teaching music through interactive instrumental sessions, collaborative planning for Science, using physical activity games to support Literacy and Numeracy, fulfilling mandatory training requirements in conjunction with our Community of Schools.
- Continued staff development in curriculum differentiation for children with special needs through staff meetings.
- LaST and EAL/D teachers regularly attended network meetings.
- Beginning teachers and mentors attended sessions across the year to support classroom practice and mentoring strategies.
- Beginning teachers also attended a course to familiarize themselves with strategies for implementing guided reading texts in the classroom.
- In class training was provided to support the installation of new interactive whiteboard equipment in selected classrooms.
- Selected staff attended a Phonics course and then tailored the content to our setting and shared with colleagues.
- Preschool staff attended conferences and further professional learning on the Early Years Learning Framework. They also participated regularly in an improvement program with our P-2 Initiatives Officer.
- The Principal and Administrative Manager attended Professional Learning both face to face and online to support the rollout of LMBR.
- One Beginning teacher successfully submitted her accreditation at the end of 2017 and all pre 2004 teachers rolled over into a maintenance phase.
- The Principal attended the State Principals conference, network meetings and various collaborative meetings to further the interests on the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	106,583
Revenue	1,406,688
Appropriation	1,337,648
Sale of Goods and Services	41,674
Grants and Contributions	25,876
Gain and Loss	0
Other Revenue	0
Investment Income	1,490
Expenses	-1,487,724
Recurrent Expenses	-1,487,724
Employee Related	-1,284,265
Operating Expenses	-203,459
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-81,037
Balance Carried Forward	25,547

- The Principal is accountable to the Secretary Public Schools NSW for the use of public monies, however, the day to day financial processing is carried out by a Senior Administrative Manager supported by a School Administrative Officer three days per week. The Principal creates and monitors budgets and approves all transactions through the SAP Finance system to ensure the accuracy of accounting practices, the safeguarding of assets, and efficient and effective operations.
- All staff have completed annual mandatory training in Fraud & Corruption.
- There are no unusual spending patterns or substantial underspending or overspending.
- Funds available will be spent on resources and equipment acquisition to support the provision of quality learning and teaching.

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 2017 school based assessment results.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	840,194
Base Per Capita	12,837
Base Location	0
Other Base	827,356
Equity Total	150,716
Equity Aboriginal	0
Equity Socio economic	24,004
Equity Language	81,946
Equity Disability	44,766
Targeted Total	8,524
Other Total	274,189
Grand Total	1,273,623

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

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. In 2017 we initiated a before and after school care service in response to parent surveys from 2016. Those using this service reported a high degree of satisfaction. Parents of children who were moving on to other schools provided very positive comments such as "We are going to miss this beautiful school". Indicative of other comments is "Thank you guys. Tremendous job with the kids!"

Teachers attending meetings and courses remarked that the level of collegiality and job satisfaction at AWIS is exceptional when compared with feedback from other colleagues in the network. Teachers feel supported and are happy with school resourcing. Beginning Teachers reported feeling well supported and resourced especially after comparing conditions with Beginning Teachers from other schools whilst attending Professional Learning.

Students were very positive about the after school sport program and spoke very favourably about events such as dress up days and excursions. Generally students said playing with their friends is the best thing about school but occasionally we received more detailed expressions of gratitude such as:

"Dear Mrs Quinn, Thank you Mrs Quinn for being such a wonderful principal. It was wonderful of you to organise activities such as: Music mentoring, dancing and exciting excursions. I have such beautiful memories joined with this school. I will miss this school and you, Love Anya"

Community representatives are invited to our graduation assembly at the end of each year. In 2017 Steve Kamper, local member for Rockdale, told the Principal "I love this school" in discussions after the ceremony and commented that Arncliffe West is highly regarded in the community for student wellbeing and inclusivity.



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 2017 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.



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 97% 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 2017 we supported an evening class 'English Corner' run by community members to facilitate the acquisition of English conversation and writing skills.

Our EAL/D teacher delivered programs to support students with little or no English. These programs facilitate student access to specialised vocabulary and language sessions supporting language acquisition and equal access to the curriculum. Supplementary 'New Arrivals' funding was employed to provide small group intensive English sessions for targeted students.

Generally publications and notes generated by the school provide supplementary symbolic or pictorial representations of content 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

movies to report on the progress achieved in our School Plan. The movies and 360 tour provide rich visual information improving communication with our language diverse community.

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 comprising: 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 within the context of Australia's multicultural society.