

# Arncliffe West Infants School

## Annual Report



2018



5103

## Introduction

The Annual Report for 2018 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

### School contact details

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## Message from the Principal

In 2018 Arncliffe West Infants School(AWIS) underwent the external validation process where a group of peer principals from other schools examine the evidence collected by the school detailing our achievements. As a result of this our school's self assessments were endorsed and our achievements recognised with an award from the Metropolitan South Operational Directorate Principals Network for outstanding achievement in the role of NSW Public School. Following are extracts from the accompanying citation:

"Arncliffe West Infants School are leaders in intentional learning, where learning activities are targeted to each child's individual strengths."

"The school has a powerful Creative Arts Program where every child has the opportunity to develop creativity skills as well as core literacy and numeracy"

"The school is acknowledged as a leader in the National Music Teachers Mentoring Program"

It was a very proud moment when I stepped on stage to accept the award on behalf of our committed and talented staff.

The school formulated a new three year plan at the beginning of 2018 which takes the school forward to 2020. Our new directions were set following rigorous evaluation of the 2015–2017 plan, self assessment against the School Excellence Framework and community consultation. We identified areas for improvement and outline our initial progress in this report.

The boundaries of school networks underwent a reshuffle in 2018 and we were allocated a new Director, Craig Smith. Craig was very supportive throughout the external validation process and has been a powerful advocate for AWIS. We have also been fortunate to add a very talented Assistant Principal, Bryce Hageman, to staff this year who brings a great deal of expertise in technology and learning progressions.

As the number of high rise buildings increase in our local neighbourhood so too does the number of enrolments at our school and of course our staff is expanding in response. Whilst our space is limited, we have optimized learning through innovative re–purposing and the provision of cutting edge technology to all students. This year we have been able to complete the replacement program for interactive whiteboards ensuring all classrooms now have the very latest technology available.

We have continued our collaboration with the National Music Teachers Mentoring Program this year, hosting filming of music lessons intended as a teaching resource. Our students eagerly participated and the teachers involved commented on our students' aptitude for singing and rhythm. Sadly later in the year, the program lost its founder Richard Gill after a long battle with cancer, however, he leaves as his legacy a team of committed, passionate educators bringing music to as many students as possible.

At AWIS, 'We are preparing young people for rewarding lives as engaged citizens in a complex and dynamic society' in line with the NSW Department of Education's 'shared purpose'. It is a privilege to work with such a vibrant community to shape our collective future through education.

I certify that the information in this report is the product of rigorous 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 utilising multi media platforms
- 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 focused 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 School collaborates closely with National Music Teacher Mentoring Program ensuring that music is an integral part of all teacher programming. The impact of our music program on student confidence and language acquisition plays a vital role in the success of our students.

# 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

**The results of this process indicated that in the School Excellence Framework domain of Learning:** the AWIS staff assesses our performance overall in this domain at 'sustaining and growing' which is supported by our Value–add outcome, however, we judge our delivery of the element Curriculum and Learning as 'excelling'.

Our intentional learning journey continues to encourage students to share the responsibility for learning and concomitantly teachers have become adept at implementing innovative strategies. On examination of our 'Learning Intentions' evidence the teachers were proud of the commitment, innovation and rigour they applied to this evolving strategy. Staff commitment and adaptability also underpins responsive programming where learning is fine tuned to address a diverse range of needs. Looking forward it is anticipated that student learning will improve further as a result of our current focus on formative assessment in conjunction with implementation of the Learning Progressions.

**The results of this process indicated that in the School Excellence Framework domain of Teaching:** The AWIS staff assesses our on balance performance in this domain at 'sustaining and growing' and has targeted the element of Effective Classroom Practice as an area for growth in our most recent plan. However, our mentoring programs have led to a rating of 'excelling' for the element of Learning and development, transforming the teaching practice at AWIS through intensive reflection and improvement. Our beginning teachers have thrived under the guidance of those more experienced and the resulting collaborations have opened classrooms to colleagues for the benefit of all.

Collaborations both internally and externally have improved learning outcomes through smooth transitions and supported teaching expertise nationwide through the National Music Teachers Mentoring Program. We have also co–ordinated teaching and learning programs from Preschool to Year 2 to optimise use of resources across the school. Teachers are committed to improving practice through collaboration, innovation and professional learning.

**The results of this process indicated that in the School Excellence Framework domain of Leading:** AWIS is 'sustaining and growing', working towards 'excelling'. Our mentoring programs have demonstrated excellent instructional leadership and led to whole school improvements whilst supporting learning in other schools. This has been facilitated by planning that allocates time to mentoring and professional learning underpinned by an ethos of leading by example.

We have taken innovative approaches to sharing information with our diverse community using technology and movies to bridge language barriers. The school has opened the site to community use through the addition of before and after school care and English language groups, to support student learning. The self assessment process 2017 informed the 2018–2020 cycle of the school plan where we have targeted those Leading elements that could be improved to 'excelling'.

Our self–assessment and the external validation process will assist the school to refine 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 ensure an engaging learning experience in Literacy and Numeracy subjects that caters equitably for our diverse student population, culminating in significant student progress. To facilitate student competence when using multi media platforms to express, communicate and understand ideas and information.

### Overall summary of progress

We have continued to build on our 2017 achievements by increasing the differentiation in Literacy and Numeracy. This year we have implemented differentiated homework K–2 for both Literacy and Numeracy and refined our deployment of concrete materials through our maths scope and sequence. Year 2 spent time focusing on phonemic awareness and figurative language achieving a measurable improvement in outcomes and the phonics program is contributing to improved reading levels for Kindergarten(ES1).

Despite our best efforts with concrete materials, there has been no measurable shift in outcomes for Mathematics with results still confounded by limited mathematical vocabulary. This impacts on student comprehension within strands as well as communication of understanding in a testing situation.

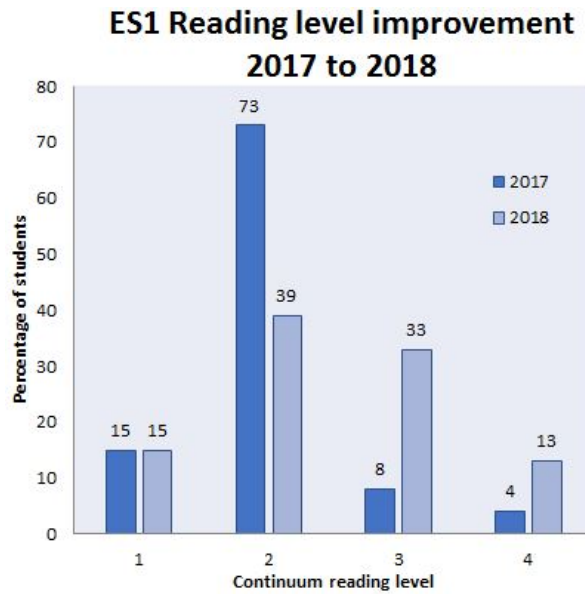
### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved programming responsiveness to student achievement and interest.		The homework differentiation in literacy and numeracy has facilitated better extension of the higher achieving cohort whilst offering achievable tasks for struggling students. As the completion rates for homework are already high, there has been no discernible impact on completion rates.
Increased proportion of students achieving expected growth in Literacy.	\$1150 subsidy for excursion to dramatic production of the Gruffalo's Child For Stage 1.	There has been a 20% improvement in phonemic awareness and the use of figurative language in Year 2 and reading levels in ES1 have improved on 2017 levels (Refer to graph opposite).
Increased proportion of students achieving expected growth in Numeracy.	\$355 maths teaching aids \$600 specialist maths readers	The changes to homework impacted student learning by offering increased options for extension. However, there has been little improvement in outcomes with teachers reporting that the numeracy results have been seriously impacted by language barriers both in class and during testing.

## Next Steps

In 2019 we will create and implement a system for recording formative assessment data linked to learning progressions for aspects of Literacy and Numeracy K–2. Additionally, we plan to improve the comprehension of mathematical language through the incorporation of specialist texts into the reading program. We have purchased 'take home readers' with an emphasis on mathematical vocabulary for this purpose and teaching programs will include explicit lessons on mathematical language.

Game playing sessions with literacy or numeracy success criteria will be incorporated into the Learning and Support Program for 2019 and a maths extension program is planned for Semester 2 based on the summative and formative results from Semester 1. Kindergarten will incorporate strategies from the Early Years Learning Framework into the writing program to further diversify the content. Stage 1 will support writing through explicit grammar teaching and the introduction of a new grammar text book for Year 2.



## Strategic Direction 2

Improve teaching practices using evidence based strategies

### Purpose

To produce expert teachers skilled in practices and assessment techniques that employ explicit teaching and formative assessment to accelerate learning. To create an environment of high expectation and achievement that is underpinned by a differentiated and responsive curriculum to promote student learning confidence.

### Overall summary of progress

Professional Learning around formative assessment and the learning progressions has been slow to turn into an action plan with teachers expressing a sense of uncertainty around the changes. Whilst implementation of formative assessment in the classroom has begun, it has remained undocumented over 2018 and as such had little impact on program differentiation.

Teachers have engaged in observation sessions with external colleagues to investigate methodology and draw on expertise from schools already implementing learning progressions and formative assessment. Following this professional dialogue the teachers implemented some new ideas in the classroom and planned to improve this aspect of their practice in 2019. There have also been reciprocal preschool visits with Al Zahra Kingdom School resulting in better community relationships between both students and teachers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved teacher skill in the implementation of explicit teaching, formative assessment and differentiated programming.		The embedding of formative assessment practices has fallen behind schedule, however, some progress was made after a visit to Ruse Public where excellent practices are embedded.  Explicit teaching practices are improving in concert with more detailed programming.
Increase in the quality and quantity of teacher collaborations both internally and externally.		Collaborations internally have improved with the creation of stage teams. Class swaps undertaken this year have also improved internal team work. Teachers have begun reaching out to external colleagues.



## Next Steps

Student formative assessment data will be collected on templates linked to the learning progressions and underpin program differentiation in the classroom. Programming will include links to the progressions beginning with the aspect of 'speaking' for Kindergarten and 'writing' for Stage 1 plus reflect input from student data both formative and summative. Teachers will continue to explore collaborative partnerships both internally and externally to improve practice with an increased focus on external connections during 2019.



### Strategic Direction 3

Support contemporary learning through effective leadership and planning.

#### Purpose

To facilitate contemporary learning through efficient service delivery, long term financial planning and high quality community engagement, utilizing a range of media to communicate, plan and streamline processes and practices.

#### Overall summary of progress

The leadership structure has been enhanced with addition of a new Assistant Principal(AP) who is now leading the Stage 1 team and Technology K–2. EAL/D flexible funding was used to appoint the EAL/D teacher to higher duties in an AP role to lead the EAL/D/LaST team and Early Stage 1. These changes improved collaboration within stages and optimized the deployment of support staff through more targeted allocation of human resources.

AWIS has now moved across to the new School Website Service which has improved the accessibility of information to the public. The number of visits to the website in 2018 has increased 34%, evidence of the popularity of the new service. The school has also increased the number of documents provided to the community in Mongolian which has improved communication between the parents and the school.

The Senior Administrative Manager(SAM) and Principal attended training in the new budgeting tool and HR payroll systems with both systems in the early stages of integration by the end of 2018. Community survey feedback indicates that parents/carers strongly agree that 'Teachers are accessible and ready to support students in their learning' and 'The school office responds to enquiries and requests in a friendly and prompt manner' (refer graphic opposite)

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased staff competency in the use of online systems for student welfare and classroom resourcing.		The leadership team and administrative staff have demonstrated improved competency with online systems and classroom teachers have undertaken training for Best Start testing online and PLAN2 in preparation for 2019 deployment.
Improved service delivery and community engagement.	\$6400 for AP higher duties	<p>The leadership structure of the school has been streamlined to improve service delivery to students. Service delivery has also been enhanced by an increase in translated documents and the facility to upload short videos to the website.</p> <p>Community engagement has been enhanced through the deployment of the new School Website Service offering an accessible and translatable interface.</p> <p>Parent/carer surveys are overwhelmingly positive.</p>

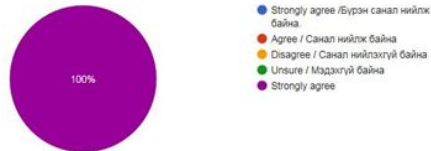
## Next Steps

In 2019 we will further embed the AP structure by providing synchronised release from face to face teaching for leaders and teachers from each stage to optimize planning, programming and feedback. The AP/Technology will further refine the school's online interface through both the website and the Skoolbag App to improve communication with the community and the parent/carer survey will have an option to complete online.

The SAM and Principal will employ long term budgeting for replacement of expensive items such as playground equipment and interactive whiteboards. They will also undertake professional learning to fully deploy the HR payroll system and budgeting tool. Teachers will record Best Start data online and use PLAN2 for student attainment monitoring in accordance with the learning progressions.

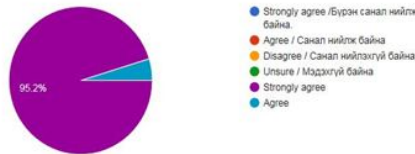
The teachers are accessible and ready to support students in their learning.

42 responses



The school office responds to enquires and requests in a friendly, prompt manner.

42 responses

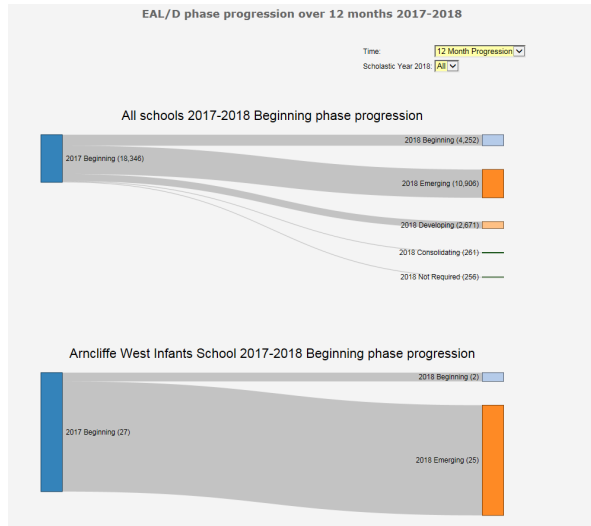


Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$83,290 EAL/D teacher \$30,185 support programs	The EAL/D cohort at our school comprises 96% of the student population with many students unable to speak English when they arrive. The EAL/D teacher and support programs assisted 97% of this cohort to progress from Beginning Phase to an Emerging level which is above the state average for NSW (refer to the graph opposite).
<b>Low level adjustment for disability</b>	\$41,645 LaST teacher \$17,049 Learning Support Officer	Equal access to the curriculum was facilitated through individual learning plans and curriculum differentiation implemented by a specialist teacher 2 days/week with SLSO support. 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 lessons.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$20,614	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.
<b>Socio-economic background</b>	\$15,893	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.
<b>Support for beginning teachers</b>	\$13,450	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 teacher with additional release from face to face teaching, mentoring and in-class support.
<b>Targeted student support for refugees and new arrivals</b>	\$100,000	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 has shown that student participation in music has a positive effect on language acquisition. Combined these strategies accelerated the acquisition of English conversation and reading skills with a direct improvement in student confidence.

**Step Up to School– Transition Program**

\$5000

School funds were used to support 2 weeks of Transition to school experiences for 2019 Kindergarten students. Throughout 2018 Step up to School was supported through the provision of teacher time for collaborative activities between the preschool and infants. 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.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	34	31	46	53
Girls	26	43	43	63

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	95.2	94.2	94.3
1	92.8	93.4	97.5	95.4
2	96	93.4	94.7	95.6
All Years	94.7	94.1	95.4	94.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
All Years	94.1	94.1	94.1	93.6

### Class sizes

Class	Total
KBLUE	20
KRED	19
KPINK	20
YEAR 1 YELLOW	20
YR 1 PURPLE	20
YEAR 2 GREEN	26

### 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.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.69
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher ESL	0.8
School Administration and Support Staff	2.91
Other Positions	0.4

\*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 and internally focused on: Learning Progressions, PLAN2 software, History/Geography/Science scope and sequence, External Validation, formative assessment, homework differentiation.
- LaST and EAL/D teachers regularly attended network meetings.
- The Arabic teacher attended the Community Languages Induction Program
- Beginning teachers attended sessions to support classroom practice and strategies.
- In class training was provided to support the installation of new interactive whiteboard equipment in classrooms.
- Preschool staff attended conferences and further professional learning on how to write a Quality Improvement Plan. They also participated regularly in collegial discussions with our P-2 Initiatives Officer.
- The Principal and Administrative Manager(SAM) attended Professional Learning both face to face and online to support the rollout of LMBR and the SAP HR system and the School Administrative Officer undertook training in enrolling students on temporary visas. The SAM also attended conferences for SASS staff.
- One Beginning teacher successfully submitted his accreditation at the end of 2018 with another in preparation.
- The Principal attended the network meetings and various collaborative meetings to further the interests on the school.
- The Assistant Principal attended a conference for newly appointed APs.
- Selected staff were trained in creative writing and the use of iPads in class.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	25,547
<b>Revenue</b>	1,695,684
Appropriation	1,629,969
Sale of Goods and Services	10,554
Grants and Contributions	52,953
Gain and Loss	0
Other Revenue	700
Investment Income	1,507
<b>Expenses</b>	-1,626,423
Recurrent Expenses	-1,626,423
Employee Related	-1,448,576
Operating Expenses	-177,847
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	69,261
<b>Balance Carried Forward</b>	94,808

- 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.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	1,046,561
Base Per Capita	19,144
Base Location	0
Other Base	1,027,417
<b>Equity Total</b>	188,062
Equity Aboriginal	0
Equity Socio economic	15,893
Equity Language	113,476
Equity Disability	58,694
<b>Targeted Total</b>	9,492
<b>Other Total</b>	273,997
<b>Grand Total</b>	1,518,112

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.

## 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 2018 school based assessment results.



## Parent/caregiver, student, teacher satisfaction

This year the school received 44 responses to our annual School Satisfaction Survey, which have informed our future directions for 2019. In direct response to feedback we intend to more regularly update the calendar on our new school website and increase the use of the Skoolbag app for providing alerts to parents. Other parent comments from surveys include: "My son is Year 2. My son has achieved a lot of skills. I'm so happy now. Thank you All Teachers and Principal", "Best school ever!"

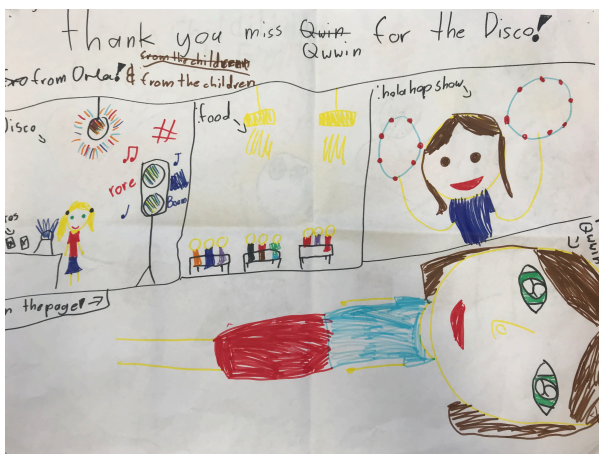
In summary, 100% of parents reported that the staff at AWIS are accessible to parents, set high standards of achievement for our students and support all students. This feedback is a testament to our dedicated staff who work hard to provide a comprehensive foundation for learning.

From time to time the Principal advocates for students with special needs in external forums and during one such collaborative meeting a parent addressed the meeting to say "They(the staff at AWIS) treated my son like he was their own child". At AWIS every child is known and cared for.

Our students often have problems articulating their thoughts as many have limited English, however, after our mid-winter disco/pizza and hula hoop show their pictures spoke volumes (see below) and two girls told the Principal –"Thank you Ms Quinn for last night. We are so lucky we are at this school"

The support staff often interact with students requiring assistance. After one such instance a grateful parent took the time to write them a letter of appreciation. Here is an excerpt –"Thank you for being such an excellent educator. Thank you so much for helping my daughter."

At AWIS we value the role parents play in educating their children and foster partnerships between teachers and parents. We would like to thank our school community for their support and entrusting their children to our care.



## Policy requirements

### Aboriginal education

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

In 2018 we received a grant as part of the commemoration for the 100 year anniversary of the Armistice in WW1. We used this to install 3 new flagpoles that now prominently and proudly fly the Australian flag, the Aboriginal flag and the Torres Strait Island flag.

Teachers, parents and students celebrated NAIDOC week with a comprehensive range of activities that explored aspects of the culture of our first Australians. In 2018 we focused on understanding country through music and artwork.

In the classroom throughout the year, teachers included 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 96% identifying from language backgrounds other than English.

We have a 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 2018 we continued to support 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.

Wherever possible publications and notes generated by the school are supplemented with symbolic or pictorial

representations relating to 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 moved to a new website service which now provides an interface translatable into the languages spoken at the school. The website also provides links to a 360 tour of the school in English, Arabic and Mongolian and a range of videos about school initiatives.

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

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

Two teachers completed Anti-Racism training in 2018 and our AP is also trained however, their services have not been accessed as there is an inclusive and respectful culture 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.