

Mount Lewis Infants School

Annual Report



2018



5241

Introduction

The Annual Report for **2018** 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.

Mrs Angela Rieger

Principal

School contact details

Mount Lewis Infants School

Noble Ave

Greenacre, 2190

www.mtlewisinf-p.schools.nsw.edu.au

mtlewisinf-p.school@det.nsw.edu.au

9790 4650

School background

School vision statement

Mount Lewis Infants School is a unique setting that offers children and their families a positive and high quality learning environment as they begin their school journey. We aim to develop motivated, confident and resilient students through programs that are engaging and promote academic excellence. Our vision extends to include the parents/carers as well as the wider community to add another dimension of stimulation and energy to our school.

School context

Mount Lewis Infants is a large infants school in the Bankstown area. It is held in high regard by the local community and is recognised for the positive and inclusive environment that is part of the school culture.

Enrolments remain relatively steady, despite the area having a high portion of rental properties. Families prefer to remain at the school even after they move further away.

We have a significant percentage of students from a non English speaking background, 97%, which attracts additional staff to support students English language learning.

School aims and directions are all focused on delivering quality programs to students with the outcomes desired being to assist students to reach their potential and to offer all opportunities for success.

The school is fortunate to have an Early Action for Success program and Instructional Leader that targets literacy and numeracy success for students and guidance for staff and parents. In addition we also have an Arabic Community Language teacher, two English as an Additional Language teachers and a Learning and Support teacher.

The community is engaged through the Parents and Citizens Association, which is an integral part of the daily planning and life of the school. Mount Lewis Infants is a stable and happy school that offers high quality education in an attractive and friendly environment.

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.

In the domain of Learning, the School rated as Sustaining and Growing in all elements. This is an improvement from the previous survey. The culture in the school continues to highly value and promote delivering quality teaching and providing rich experiences to the students to promote language & learning.

In the domain of Teaching the school rated as Sustaining and Growing in 3 elements and in Excelling for professional standards. There is a strong culture of mentoring and collaboration among staff as well as formal observations and reflections with staff through Quality Teaching Rounds completed twice a year. Staff demonstrate shared responsibility and passion for working on Milestone teams and other groups that work toward the school achieving it's goals as outlined in the School Plan.

In the domain of Leading the school identified as working in Sustaining and Growing for all elements. The leadership team has taken a more active and coordinated approach to working together and leading the school. High expectations and clear, transparent priorities combined with excellent communication has seen a very positive culture further improve the climate of the school. The community support and liaison with the school also continues to be very positive and all activities are highly supported by families. Our self-assessment 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

Active and responsible learners with a sense of positive wellbeing

Purpose

All students are encouraged to be responsible for their learning through planned, strategic measures to ensure success in the short term and in the future as they transition to primary schools.

Overall summary of progress

This year has seen the beginning of putting the School Plan into action. All staff regularly participated in group sessions where they planned Milestones and how the activities were going to guide the progress of the direction. The Instructional Leader is closely monitoring the growth of student achievement in Literacy & Numeracy and regularly meeting with class teachers to ensure all stakeholders are aware of progress.

Assessment practices and moderation tasks have been a big project the executive have been working on in order to create a school wide plan. The planning has been comprehensive and the stage leaders are ready to begin the project with the staff.

Wellbeing and general student resilience and independence are ongoing projects that staff are working on, constantly. This year saw the addition of Bounce Back and learning about and using social/emotional literature to address issues young students are experiencing. The survey data collected was encouraging and positive in that students enjoyed the experiences and were beginning to connect the theory to their issues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students who are achieving expected growth per semester across the Department of Education literacy and numeracy progressions.	\$15 000	The IL has been closely monitoring student progress. Biggest growth was observed in year 2 students, especially by the end of the year. ES1 students need to make more gains but it appears as though these gains are evident by middle of stage 1.
All teachers implement consistent and quality school-wide assessment practices and moderation tasks to monitor, plan and report on student learning	\$8 000	The executive spent a lot of time planning and preparing the project so that they are able to start with the reasoning for change with their stages from planning day T 1. The assessment overview is thorough and will be clearly communicated.
Improvement in student wellbeing, responsibility, creativity and resilience and as reported through school data and DoE surveys, such as, Tell Them From Me, that have been adapted to suit our context.	\$3 000	Collection of data was collated and staff were introduced to programs that would address the issues raised. The committee have researched and made school visits and prepared a plan to address our concerns regarding Wellbeing. Beginning T 1 students will be immersed in programs and literature that will assist them in becoming better at monitoring their emotions and being more responsible.

Next Steps

Learning Progressions growth across literacy and numeracy will continue to be closely monitored by the Instructional Leader who will then present the data to staff during regular feedback meetings (refer to Strategic Direction 2 for more information).

Each stage will commence working on implementing consistent school wide assessment practices and moderation tasks. The half yearly reporting process should be more effective and consistent. A staff survey will be distributed after reports to compare how staff felt about the assessment gathering process and if their evaluations were more thorough and accurate after this streamlined process.

Students will take part in a Meditation program through 'DanceFever' in an attempt to give them strategies to self regulate their emotions as this was identified as a major problem. Young students need guidance in being resilient and responsible. The staff will also use "WorryWoos' toys and social/emotional literature to further raise the students awareness of how to manage their feelings as well as bringing "Bounce Back' theory into staff PL to equip teachers with more strategies to assist students and their families.

Strategic Direction 2

Dynamic teachers committed to high quality teaching and reflective practice

Purpose

Student learning is underpinned by high quality teaching that is systematically planned and explicitly taught. Teachers will continuously improve their teaching practice through a transparent learning culture that includes peer observations with timely feedback and monitoring of student assessment data that shows student progress and achievement.

Overall summary of progress

Professional Learning at the school level was highly coordinated to the School Plan and PDP goals. The effect of planning PL sessions throughout the year and using the 3 hour twilight sessions as optimal learning situations proved to be highly successful. Exit slips completed after PL sessions were mostly positive with the take-aways for staff being practical strategies to implement in class as well as awareness raising of educational theory conducted by professionals.

Quality Teaching Rounds is now a practice that is part of the school culture. This practice offers staff time to work with peers to have professional dialogue and reflection time that is built into the week. This is highly valued by all and continues to be a program that is refined to maximise the positive learning amongst staff.

The assessment project has had a time to be understood and prepared by the executive. The valuable learning and leadership that the executive have gained has seen the preparation of consistent and thorough assessments, stage wide. The project will be fully implemented next year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The professional learning created allows for 'higher levels' of the teaching standards to be achieved.	\$14 000 plus additional funds in Strategic Direction 2 to supplement PL	PL is very highly organised with continuity and relevance being a priority. Staff are encouraged to attend external PL that is linked to the School Plan and their PDP goals. All staff reported satisfaction with being allowed to select and attend PL. Classroom practice and professional knowledge have both been enhanced.
All staff involved in peer observations and feedback. This collaborative practice will result in ongoing school-wide improvement in teaching practice by using a wider range of skills.	\$3 000	QTRs are completed twice a year, formally. Staff are released to be involved in this program using casuals so that there is plenty of time for the teaching and reflection process. A highly valued program that is refined with feedback.
All teaching programs show evidence of teachers using higher level assessment data to inform teaching. (Surveys-then & now-what do you use now in the classroom & then do another survey to show change and improvement.)	Funds allocated for release of quality PL as need arises.	Executive staff did research and attended PL to inform their knowledge and practical experience in developing consistent school assessment schedules. Meetings were used to redesign plans and overview of how the assessments would be delivered and monitored. Plans are ready for putting into action.

Next Steps

The Early Action for Success (EaFS) meetings will be held every fortnight. The IL will lead discussions on a selected area in Literacy or Numeracy from PLAN 2. The staff will then have to follow up on and reflect on the recommendations made at the meetings. Feedback on progress will be the main point of the following meeting.

Quality Teaching Rounds (QTR) will continue to be refined, guided by feedback from staff surveys. Also some inter-school visits will be organised to ensure our practices are fresh and current.

By the end of the year all teaching programs should be reflective of higher level and more organised assessments. The leadership team will be following up with planning meetings, stage meetings, individual support and surveys to ensure that staff are embracing the new assessment practices.

Strategic Direction 3

Strong, strategic and effective leadership

Purpose

School leaders strategically create a culture of distributed leadership amongst staff and students by sharing the accountability of delivering the school plan. Through effective use of resources and evaluations of administrative processes, changes will be made in response to general community feedback.

Overall summary of progress

This Strategic Direction has ensured that effective practices have been incorporated into opportunities for staff to have opportunities to lead various projects within the school, particularly in the areas of evaluation, literacy and numeracy. PL was planned to ensure that staff knowledge and skills were improved which led to increased confidence and contribution to changes in practice.

Whole school feedback was completed in 2017 by an external agency. This year we did our own surveys and we will follow up with a school wide community satisfaction survey in 2019 to ensure we see growth in the areas that needed attention.

All staff are active participants in leading and managing the strategic direction they are involved in. 2018 saw the beginning of staff who haven't led projects or been responsible for organising resources to compliment KLA's take a role in the planning cycle, including the delivery of the vision, and the delivery of planned workshops and PL. The distributed leadership measure is progressing well.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are engaged in professional learning opportunities which reflect leadership development, evaluation measures and curriculum initiatives in literacy and numeracy.	Refer to PL funds school uses as well as \$3 000 additional to support the initiative.	All staff encouraged and guided to participate in PL opportunities that allow the development of evaluation measures as well as leadership.
Feedback from the Excellence in School Customer Service 360 Reflection Tool will show improvement in community satisfaction as compared to 2017 data.	NIL	School made surveys were continually collected and collated after events and activities. These will be considered when comparing the growth after 2019 survey.
Distributed leadership in the area of resource management will be reflected in the planning and implementation of the school plan by a wider portion of the staff leading and being accountable for the goals. This will involve, finances/budgets, Human Resources, materials, all things that are needed to achieve the directions.	Staff released on a needs basis. Funds available.	All Milestone teams have a shared leadership responsibility process built in. Staff took on various roles such as delivering PL and workshops through to sourcing and purchasing resources with a budget. Working well in that everybody is experiencing success and enjoying the responsibility.

Next Steps

Staff will continue to engage in PL that encourages their leadership qualities that they will in turn be able to put into practice through delivering curriculum initiatives in literacy and numeracy as well as Health/PE/PD.

2019 whole school satisfaction survey will be followed up with an external agency survey, namely Tell Them from Me Survey. This will be compared to the results from 2017 results from a similar survey.

Staff will extend their leadership capabilities by further taking control of the finance side of delivering the milestone activities so that they make sound decisions for purchases and distribute resources equitably. They will also plan and deliver parent/carer workshops in the identified areas that need to be shared.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$33 817	<p>Strategic</p> <p>Directions 1 and 2 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. 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>
Low level adjustment for disability	\$24 861	<p>Strategic</p> <p>Direction 1 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. Literacy, particularly reading and writing are heavily supported at all times. LAST and additional staff all work as a team to identify and prioritise student need. 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>
Quality Teaching, Successful Students (QTSS)	\$31 130	<p>The Assistant Principals found this time invaluable. 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. 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 compromising their class programs.</p>
Socio-economic background	\$71 930	<p>Strategic</p> <p>Directions 1 and 3 Students targeted by the LST received additional in class support by the extra time funded through equity funds. 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 made to the curriculum meeting the needs of the students. The additional teacher</p>

Socio-economic background	\$71 930	time also catered for playground games and activities during lunchtime. The playground had fewer incidences of reportable behaviour and a much calmer atmosphere.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	96	100	107	99
Girls	82	72	73	67

This year saw a drop in enrolments. Mainly due to families taking the ES1 siblings out when the year 2 students went to year 3. We need to work hard to increase our numbers again for next year.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	95.3	94.4	92.8
1	93.6	95	91.1	92.5
2	94.8	94.6	94.5	92.3
All Years	94.5	95	93.5	92.6
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

Management of non-attendance

School attendance is not an issue at MLIS. School procedures are followed by executive staff and HSLO is in regular contact. The more consistent issue we have is with partial absence, late arrivals in particular.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.94
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher ESL	1.8
School Administration and Support Staff	2.02
Other Positions	0.6

*Full Time Equivalent

MLIS does not have a staff member from 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

Professional learning is valued and planned for at MLIS. Staff are encouraged to attend PL offered externally and we offer relevant and stimulating PL at the school level. PL is targeted to align to the School Plan as well as PDP goals.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	225,528
Revenue	2,411,139
Appropriation	2,324,987
Sale of Goods and Services	21,374
Grants and Contributions	62,152
Gain and Loss	0
Other Revenue	0
Investment Income	2,627
Expenses	-2,255,351
Recurrent Expenses	-2,255,351
Employee Related	-2,058,374
Operating Expenses	-196,977
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	155,789
Balance Carried Forward	381,316

The school budget is carefully planned to align with the School Plan goals. Regular finance committee meetings are held to ensure transparency and the spending is on track as the year progresses.

The school expended funds on synthetic grass on a large section of the playground as well as purchasing classroom furniture to suit year 2 students. The next biggest funding project was school signage and creating a new entry to the school with gardens, grass and restoration of a heritage gate.

Other spending was minor and expected. All money is carefully used to enrich the learning environment by providing fresh and stimulating resources that enhance teaching and learning.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,501,246
Base Per Capita	34,806
Base Location	0
Other Base	1,466,440
Equity Total	391,548
Equity Aboriginal	657
Equity Socio economic	71,930
Equity Language	221,220
Equity Disability	97,741
Targeted Total	43,342
Other Total	330,125
Grand Total	2,266,262

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

The community, staff and students are regularly asked for feedback about various school programs and school initiatives. The feedback from parents/carers is carefully considered and acted on. The highly valued and attended workshops continue to be a major way the school communicates with families about how we can work together to support students as a team. The Skoolbag app, the Newsletter, SeeSaw, individual notes, interviews and reports are all very important ways that have been identified as being critical communication methods that staff and parents want to see continue.

Staff are regularly asked for feedback on PL, communication, school climate, leadership issues and organisation of general school routines. Most feedback is positive and if not acted on to amend the situation. Staff feel empowered to participate in all school projects, to initiate suggestions and take on leadership roles. They report high satisfaction with feeling valued as a staff member and being acknowledged for efforts and work.

Students have a voice too, in the classroom through Learning Logs feedback and reflections as well as through their SRC team. PBL also asks for regular student feedback. Student morale is high at MLIS. All students are known and cared for. The smaller setting makes this very viable and the result is most positive when it comes to tracking student Wellbeing issues as

well as learning.

Policy requirements

Aboriginal education

The school has Aboriginal perspectives embedded throughout curriculum areas and staff incorporate Aboriginal culture throughout all teaching when possible. NAIDOC week is celebrated and activities planned are done so to mark the occasion. There is a regular audit of resources and new purchases are made to ensure there is a supply of quality literature available to students as well as for staff to use as resources. There is also a staff member who attends PL and oversees the information disseminated by DoE to ensure staff are kept up to date with Aboriginal education.

Multicultural and anti-racism education

The school has culturally inclusive practices embedded throughout our planning for all school activities. The programs and the attitude at MLIS foster understanding, tolerance and acceptance. Staff are aware of and include multicultural and anti-racism education into their daily routines and practices.

Communication with the community and the P&C is very clear and inclusive. The community are aware that we can use bilingual staff to interpret in an emergency, we can book a telephone interpreter and have a 3 way conversation and we are willing to organise an interpreter to come to the school so we can ensure parents/carers are able to communicate their concerns in a confidential and accurate manner. The everyday positive attitude and welcoming atmosphere in the school continues to grow. We enjoy a very positive profile amongst the local community and continue to seek ways to strengthen this support.

The Anti-Racism Officer (ARCO) was made known to all groups and her role of building tolerance and understanding across all aspects of school life and KLA's is valued by all stakeholders.