

Arncliffe West Infants School

2019 Annual Report



5103

Introduction

The Annual Report for 2019 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.

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Message from the principal

In 2019, the school successfully completed 2 major compliance activities. The preschool was judged to be a quality service through the Assessment and Rating process and the NSW Education Standards Authority also examined our curriculum delivery Kindergarten to Year 2 through a collegial process of peer review. I am proud to report that Arncliffe West Infants School is delivering on its obligation to provide excellent education to our community receiving very positive feedback from both processes.

Even though we do not deploy NAPLAN, we are able to track the performance of our students who move onto Year three. The 2019 results showed significant movement of students in literacy and numeracy from the middle bands to the top 2 bands which is further reinforcement of quality curriculum delivery.

Our dedicated staff continue to demonstrate their commitment to the Department of Education's goal that 'every student is known and cared for' through personalised learning and support for all students. Teachers are constantly improving the quality of their practice and fine tuning personalised evidence based programs for our students.

We added 5 permanent positions in 2019 with Mrs Lane being successfully appointed the permanent Assistant Principal role. The 4 permanent teaching positions were awarded to Mrs James, Mrs King, Mrs Venetsanos and Mr Ikin. All candidates were highly credentialed proficient applicants and we are fortunate to have this amazing talent pool in our school.

I would also like to congratulate our School Administrative Manager, Mrs Ford, on her award this year in recognition of the generous support she provides to our very diverse community. Her presence in our office is an asset both to our school and others in our network.

Arncliffe West Infants is a happy place where staff and students enjoy coming to school every day to learn and play.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Improved programming responsiveness to student achievement and interest.

Increased proportion of students achieving expected growth in Literacy.

Increased proportion of students achieving expected growth in Numeracy.

Progress towards achieving improvement measures

Process 1: Numeracy: Implement a whole school strategy to improve student learning in Numeracy.

Evaluation	Funds Expended (Resources)
Our mathematics scope and sequence was refined and delivered through teaching and learning programs. Maths language was identified as an area to improve student learning so that our students could understand mathematical concepts. The teaching of maths vocabulary was explicitly taught in all mathematics strands and assessed using formative assessment strategies. This data enabled teachers to differentiate learning for students resulting in an increase in student use of mathematical language. Our NAPLAN data indicates progress in moving students from the middle bands to the top 2 bands for numeracy. (see graph below).	\$2068 from Literacy and Numeracy for Maths resources (Maths vocabulary student readers, Maths problem boxes)

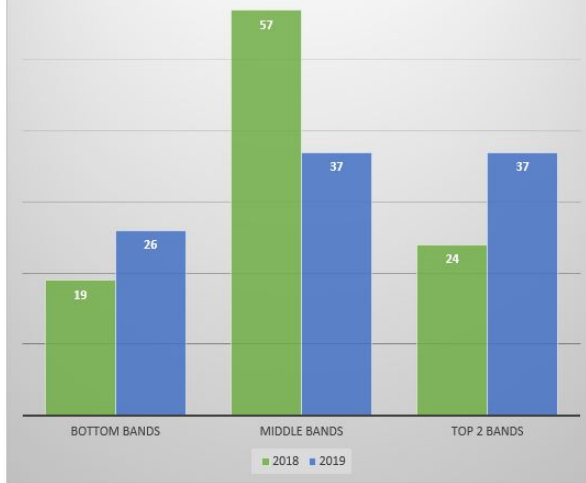
Process 2: Literacy: Stimulate higher order thinking by incorporating multi media platforms and student choice into creative writing programs.

Evaluation	Funds Expended (Resources)
Improving student writing was a focus for all teachers K–2 with Early Years Learning Framework strategies incorporated into programs. Students participated in hands–on, exploration activities prior to writing. All students were taught to plan their writing through the use of pictures and diagrams which were then used to structure written texts. NAPLAN data indicates progress in moving students from the middle bands to the top 2 bands for literacy and numeracy. (see graph below)	\$30,000 from the New Arrivals program for a music teacher to improve language acquisition. \$2266 for music mentoring from Professional Learning budget
We have continued to deploy an integrated music program by participating in the National Music Teachers Mentoring Program and the provision of a specialist music teacher to support student language acquisition P–2. Student participation was high during all music lessons and musical performances at assemblies facilitating inclusion for non–English speaking students. Music lessons further developed the vocabulary of all students, especially those who are learning English as an additional language and increased student performance confidence.	

Next Steps

In 2020, we plan to introduce a class maths diary as a way to summarise student learning. This, along with, refining the teacher use of formative assessment will support teachers to further differentiate learning for students. We will incorporate the use of a range of technology into the Stage One English program while adjusting the Early Stage One scope and sequence to included strategies from the Early Years Learning Framework.

Percentage of students in NAPLAN 3 bands for Literacy and Numeracy



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.

Improvement Measures

Improved teacher skill in the implementation of explicit teaching, formative assessment and differentiated programming.

Increase in the quality and quantity of teacher collaborations both internally and externally.

Progress towards achieving improvement measures

Process 1: Differentiate learning: Implement differentiated teaching and learning programs and assess using differentiated student success criteria.

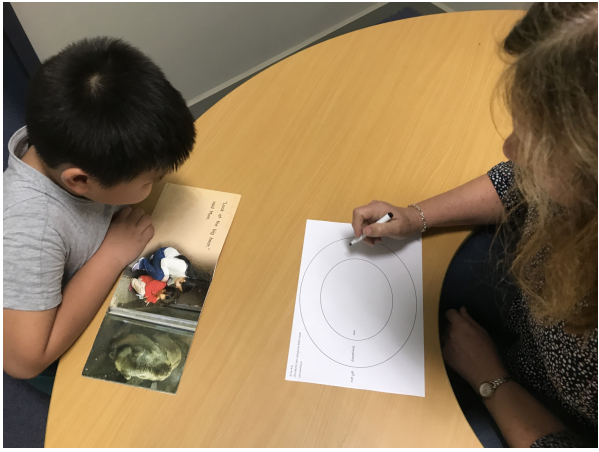
Evaluation	Funds Expended (Resources)
Formative assessment has enabled teachers to make regular and effective changes to teaching programs in order to further differentiate learning for all students. Through professional learning afternoons, teachers have developed a deeper understanding of formative assessment and how to use it effectively in the classroom. Teachers have recorded their observations (see photo below) and used these to inform future learning. The Learning and Support Team track student learning using the Literacy Progressions and feed this information back to classroom teachers to further support differentiation. Combined, these strategies have increased student engagement and student achievement through more targeted learning.	

Process 2: Build teaching skill: Improve pedagogy through collaborative partnerships and professional learning.

Evaluation	Funds Expended (Resources)
Collaboration between colleagues improves teacher quality and this year we have mentored our early career teachers through formal mentoring sessions and Quality Teaching Rounds (QTR). Teachers have reflected on their own and their colleagues' practice with collaborative feedback and the sharing of ideas and practices improving the delivery of learning in classrooms. Regular stage meetings were implemented this year and resulted in better program co-ordination across the the stages. Teacher Release from Face to Face (RFF) was timetabled to provide a full day of release every 5 weeks giving teachers a chance to plan learning with their stage supervisor. Teacher feedback for this initiative was very positive and programs better demonstrate the teaching and learning cycle. Together, these activities have improved collaborative practice and enriched programming.	Funds from Quality Teaching Successful Students for teacher release \$25,505.

Next Steps

In 2020 we plan to embed formative assessment practices in all classrooms and focus on quality teaching using Quality Teaching Rounds to collaboratively reflect on practice. The leadership will continue to support teachers through mentoring and promote external partnerships through targeted professional learning and collaborative partnerships with the National Music Teachers Mentoring Program and the Sydney Theatre company.



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.

Improvement Measures

Increased staff competency in the use of online systems for student welfare and classroom resourcing.

Improved service delivery and community engagement.

Progress towards achieving improvement measures

Process 1: Build leadership capacity: Implement strategies to develop staff leadership and planning skills.

Evaluation	Funds Expended (Resources)
The transfer of student welfare documentation to an online interface has standardised data through the use of common templates. The information entered online can be accessed more widely and minimises the need for individuals to maintain separate records reducing the work load across the school. The use of more standardised systems has improved information sharing and understanding of system requirements across the department and led to increased skill in budgeting, financial reporting, monitoring staff movements and student support.	\$18,743 for Assistant Principal higher duties to support online data sharing and student monitoring Funding Sources: <ul style="list-style-type: none">• English language proficiency (\$18743.00)

Process 2: Provide a responsive service: Employ high quality communication to improve community engagement and understanding.

Evaluation	Funds Expended (Resources)
The Skoolbag app has been deemed not fit for our purpose and investigations will be undertaken for a better application in 2020. To improve community engagement we have added the School and Community Charter and Enrolment Policy to our collection of documents translated into Mongolian. Surveys have been conducted in both Mongolian and English online with a high number of respondents providing generally positive feedback on school programs and initiatives (see below).	\$330 for English to Mongolian translations.

Next Steps

Given the increased community engagement with online surveys we plan to deploy more regular surveys throughout 2020 to gain feedback throughout the year so that it better informs school programming. We also aim to reduce the administrative load in our office through the implementation of a new sign in procedure that collects online data through an iPad terminal. Modifications to the structure of the budgeting tool implemented this year will be tested and evaluated to assist in the monitoring of expenditure.

Arncliffe West Infants School Satisfaction Survey 2019

Please choose the box that you feel best relates to the statement. Thank you for participating in this survey.



The school is tolerant and accepting of all students. Сургууль нь сурагчдад хүндэтгэлтэй харьцаж, бүх сурагчдыг адил тэгш хүлээн зөвшөөрдөг.

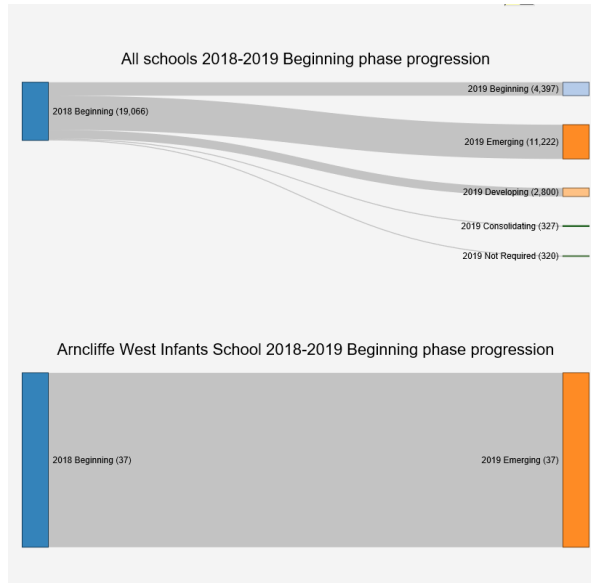
- Strongly agree / Бүрэн санал нийлж байна.
- Agree / Санал нийлж байна
- Disagree / Санал нийлэхгүй байна
- Unsure / Мэдэхгүй байна

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$106,716 Classroom teacher \$42,867 Flexible funding	The EALD cohort at our school comprises 96% of the student population with many students unable to speak English when they arrive. The Assistant Principal EALD, EALD teacher and support programs assisted 100% of this cohort to progress from Beginning Phase to and Emerging level which is above state average for NSW. (Refer to graph below)
Low level adjustment for disability	\$42,686 classroom teacher 0.4FTE \$24,118 flexible funding	Equal access to the curriculum is supported through specialist Learning and Support Teachers and Learning Support Officers who help students to achieve outcomes from Personalised Learning Plans. This ensures that every child is working to their full potential whilst adapting programs to accommodate low level student disability. Adjustments are made for student intellectual, emotional and physical need.
Quality Teaching, Successful Students (QTSS)	\$25,505	Quality Teaching Rounds were implemented at our school in 2019 and the QTSS funding was used to provide cover for classroom teachers. The Quality Teaching Rounds improved teaching practice by providing opportunities for teachers to provide constructive feedback on classroom practice to their colleagues and share teaching strategies.
Socio-economic background	\$14,830	Inclusivity is supported by the through the provision of school subsidies for excursions to ensure that no student is excluded for economic reasons. By subsidizing these activities the school has been able to provide rich, creative and cultural experiences without imposing financial hardship on young families. In cases of particular financial hardship subsidies were also provided for textbooks and after school care. These funds were also used to support the maintenance of our significant green space which is especially important as many of our students live in high rise apartments.
Support for beginning teachers	\$33,913	Beginning teacher development was supported through targeted external professional learning and internal mentoring. The funds were used to cover extra release from face to face teaching and course costs for beginning teacher conferences and other relevant professional learning.
Targeted student support for refugees and new arrivals	\$124,905	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 was designated to employ a music specialist as an evidence based practice to promote language acquisition in newly arrived students. Combined, these strategies accelerated the acquisition English conversation and reading skills with a direct improvement in student confidence.

Step Up to School– Transition Program

\$4000

The Step Up to School Program facilitates smooth transitions from our preschool to kindergarten and reduces the time required for students to settle into learning. The money allocated covers the cost of teacher coverage during our transition program.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	31	46	53	71
Girls	43	43	63	77

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.2	94.2	94.3	94.8
1	93.4	97.5	95.4	90
2	93.4	94.7	95.6	95.4
All Years	94.1	95.4	94.9	93.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
All Years	94.1	94.1	93.6	92.9

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	7.92
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher ESL	1
School Administration and Support Staff	3.16
Other Positions	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	94,808
Revenue	2,289,764
Appropriation	2,192,715
Sale of Goods and Services	39,312
Grants and contributions	49,284
Investment income	928
Other revenue	7,525
Expenses	-2,109,519
Employee related	-1,935,015
Operating expenses	-174,503
Surplus / deficit for the year	180,245

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	15,608
Equity Total	231,218
Equity - Aboriginal	0
Equity - Socio-economic	14,830
Equity - Language	149,583
Equity - Disability	66,805
Base Total	1,333,650
Base - Per Capita	29,506
Base - Location	0
Base - Other	1,304,144
Other Total	339,261
Grand Total	1,919,738

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.

Parent/caregiver, student, teacher satisfaction

This year the school satisfaction survey was completed online with 44 families responding to the survey. Overall, the majority of respondents strongly agree/agree that AWIS provides an all round quality education. Some excerpts from parent comments include: "My child enjoyed the last year of school. The atmosphere at school is very nice for all the students.", "We love arncliffe west and all the teachers they are always there to help and the ladies in the office do such a great job" and "We love this school".

The staff satisfaction survey shows that staff are happy and genuinely care about our students and their families. They agree that our school has a focus on improving the learning for all learners. Some comments from our staff survey include: "This is a great place to work and learn", "The staff are very collaborative and I feel appreciated" and "I love working at AWIS".

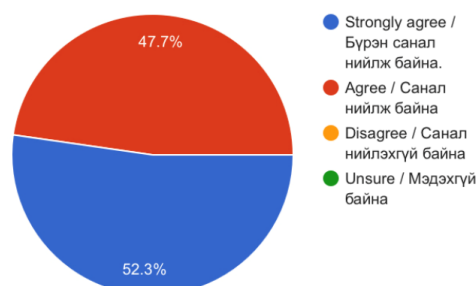
Likewise, the students enjoy learning at AWIS. They commented that "we get to do lots of fun things", "I like playing with my friends in the playground" and "my teacher is the most beautiful teacher ever". We continue to foster close partnerships with all of our students.

These results have informed our future directions for 2020. Literacy and Numeracy will continue to be a focus for our teachers. We will continue to look for creative and engaging ways to develop the literacy and numeracy skills our students require. We will continue with the success of our music programs while also beginning our collaboration with the Sydney Theatre Company. We hope to showcase the students' talents throughout 2020 with our school community.

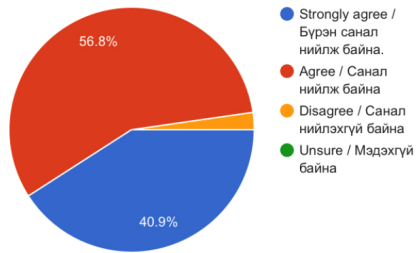
We will continue to look for efficient ways to communicate with our ever-changing multicultural community. School staff will continue to strive hard to provide the best education for all our students. One of the comments summed up the ethos of our school school by saying "the school makes u feel like it's ur home love u guys".

Arncliffe West Infants School Satisfaction Survey Results

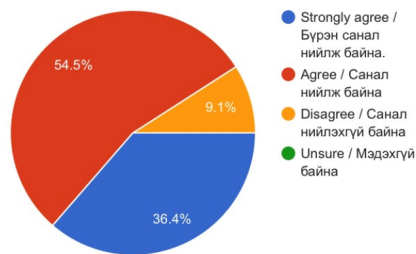
The school is tolerant and accepting of all students. Сургууль нь сурагчдад хүндэтгэлтэй харьцаж, бүх сурагчдыг адил тэгш хүлээн зөвшөөрдөг.



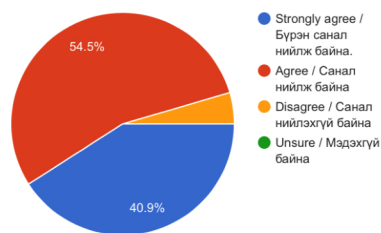
The school maintains a focus on literacy and numeracy. Сургууль нь сурагчдыг уншуулж бичүүлж сургахад анхаарлаа хандуулдаг.



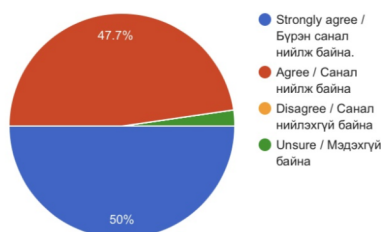
The school provides a wide range of relevant programs. Сургууль нь хүүхдийг хөгжүүлэх олон төрлийн сургалтын хөтөлбөрүүдтэй.



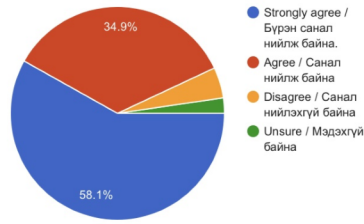
AWIS has competent teachers who set high standards of achievement. AWIS нь мэргэжлийн багш боловсон хүчинтэй бөгөөд сургалтандаа өндөр стандарт тавьж ажилладаг.



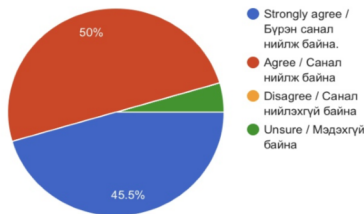
The teachers are accessible and ready to support students in their learning. Багш нар нь хүүхэд бүртэй ажиллаж, хэрэгтэй үед нь туслахад бэлэн байдаг.



The school office responds to enquires and requests in a friendly, prompt manner. Эцэг эхчүүд, сурагчдийн асуулт, хүсэлтэнд нөхөрсөг, шуурхай хариулт өгдөг.



The school newsletter and website keeps the community informed about upcoming events. Сургуулийн мэдээллийн хуудас болон вэбсайтнаас цаашдаа зохион байгуулагдах үйл ажиллагааны талаар мэдээлэл авахад хялбар байдаг.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

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.

Students also participate in a music program to promote student engagement and language acquisition through aural training. We have a specialist music teacher at school 2 days each week and all teachers have been mentored in music teaching. Piano lessons are also offered privately on site after school and on the weekend.

