

2020 Annual Report

Arncliffe West Infants School



5103

Introduction

The Annual Report for 2020 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

2020 will forever be known as the year of COVID 19. It was a year when many in our community were impacted by job losses, lockdowns, testing for SARS cov 2 and working and learning from home. The adaptability demonstrated during these testing times is a testament to the human spirit of survival.

In 2020, teachers transformed the delivery of educational programs to facilitate learning from home and were on duty every day either from home or at school, checking on the welfare of our families. During this time the school stayed open to cater for the children of emergency services workers who, like teachers, were at the frontline supporting our community.

To support our parents at home, Arncliffe West Infants School developed and delivered workbooks for our students and deployed learning through online portals such as Reading Eggs, Mathletics and PM readers. During the learning from home period the community developed a new appreciation of the role of teachers in our community! When students were able to return to school, the support teachers and students worked tirelessly to reduce the impact of the disruption on learning progress.

The pandemic also reduced the accessibility of the school site to parents and carers. We were unable to hold assemblies and P&C meetings with most parent/teacher interactions conducted online or over the phone. Students were unable to congregate for assemblies, singing and dancing and excursions were off the agenda. Despite all the challenges school continued to be a safe and fun place where students and teachers worked together to improve every day.

NAPLAN testing did not take place in 2020 and self-assessment against some of the school's strategic directions was abandoned as it was deemed no longer relevant. Instead, toward the end of 2020, AWIS undertook a situational analysis to inform future directions for our 2021-2024 school plan. We identified some positive practices and processes to come from the pandemic, and these will continue going forward, as we strive to improve.

2020 was a tough year with many challenges. AWIS and our community rose to the challenge as did Australia as a whole. The main positive to come from this year has been our support for each other in a time of crisis. I congratulate everyone on successfully navigating 2020 and commend the staff at AWIS on their dedicated service.

Vanda Quinn

School vision

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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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)
<p>The direction for Mathematics changed in 2020 due to COVID19. During the period of at-home learning, Mathematics was delivered through the use of a student maths text book and hands-on games. Teachers delivered lessons through pre-recorded videos that were uploaded to the school website.</p> <p>After a change in NESA requirements, an intensive numeracy program was delivered K-2 with a focus on whole number, addition and subtraction, and multiplication and division. An experienced teacher delivered maths as part of teacher release. Formative assessment was collected and used to differentiate teaching programs to meet the needs of the students.</p>	

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

Evaluation	Funds Expended (Resources)
<p>Our Literacy program changed due to the interruptions of COVID19. During the period of at-home learning, tasks were set by teachers on a weekly schedule of learning. Student progress was monitored remotely by teachers via email and over the phone. To accommodate the teaching of reading, a subscription to PM eCollection was purchased so that students had access to quality PM readers at home. Teachers also recorded themselves reading quality literature and uploaded this to the school website for students to watch from home.</p> <p>The school employed two experienced music teachers who worked across three days to support the teaching of music at AWIS. A further two teachers completed the National Music Teachers Mentoring program. 87% of classroom teachers have now completed the NMTMP. Music was used to engage students in learning and further develop the vocabulary of students from a non-English background.</p>	

Next Steps

In 2021 we will implement our new Strategic Improvement Plan that will focus on individual student growth targets for reading and track student progress through PLAN 2. We will also deploy extra funding to support students in literacy and numeracy who have been identified for the COVID Intensive Learning Support Program



An example of student completing home learning during COVID 19.

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 become an important part of the teaching and learning cycle. Most teachers regularly collect data during the learning process in order to modify teaching and learning activities to improve student learning. During COVID, teachers set differentiated tasks for students through their home learning packs. In class, board games and other teaching resources were purchased to differentiate student tasks.	

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

Evaluation	Funds Expended (Resources)
COVID 19 affected the ability of teachers to undertake professional learning based on the school plan. Instead, teachers undertook online courses in using Google and Microsoft programs in education and using Zoom as a form of communication. Of the few professional learning opportunities available, two teachers were trained in leading Quality Teaching Rounds (QTR), three teachers participated in a team teaching initiative with the Sydney Theatre Company and two other teachers were trained in music through the National Music Teacher Mentoring Program. In school, we had three teachers participate in QTR's. Teachers 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.	

Next Steps

In 2021 we will implement our new Strategic Improvement Plan that will focus on data use and skills for teachers who will be monitoring and analysing individual student growth targets for reading. Student progress will be tracked through PLAN2 and assessed using both formative and summative assessments. Teachers will be able to use this data when comparing the achievement across student cohorts in order to ascertain longer term trends and teaching practices that produce the best outcomes for students.



Edward the Emu workshop delivered by the Sydney Opera House.

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)
<p>Expertise for completion of the budget in eFPT has increased within the AWIS finance team with the 2021 budget prepared without external assistance. Professional learning has also been undertaken into the linkages between the school budget and the 2021-2024 school plan. RAM funding allocated in 2020 for 2021 has been planned to 100% for use with the cohort to which it has been allocated.</p> <p>The visitor and staff sign-in process was overhauled with the Passtab software purchased and installed on an iPad at the front office. This software enabled contact-free sign-in during COVID 19.</p>	

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

Evaluation	Funds Expended (Resources)
<p>Strict COVID 19 restrictions were placed on schools for a large majority of the year. Parents and community members were not allowed on school grounds and students were not allowed to congregate in large groups. This meant that very few whole school events took place. Communication with parents was vital during the year. Teachers communicated with parents via email, phone and using Zoom. An end-of-year COVID safe Presentation assembly and Year two Graduation took place with limited community participation.</p>	

Next Steps

In 2021 we will have opportunities for teachers to develop their leadership skills to lead projects in the 2021 school plan. A new parent app will be launched in Term 1 2021 to improve the communication between school and our parent community.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Staffing: \$153,138 + additional 0.2 FTE ~ \$21,876 Classroom teacher 1.6 FTE Flexible: \$37,803 SLSO 0.57 FTE	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/LaST co-ordinated a program to support students at school and modified at home learning programs for targeted students. The staffing portion of the allocation was used to employ specialist teachers = 1.4 FTE and the flexible funding employed a School Learning Support Officer = 0.57 FTE. The additional 0.2 FTE employed a music teacher 1 day per week to focus on vocabulary acquisition and aural skills. 37 of 40 students moved from EALD beginning phase to emerging.
Low level adjustment for disability	Staffing: \$43,754 LaST teacher 0.4 FTE Flexible: \$24,576 SLSO 0.26FTE + casual teacher 2 days per week terms 3&4	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.
Quality Teaching, Successful Students (QTSS)	\$31,065	Quality Teaching Rounds were implemented at our school in 2020 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	Flexible: \$13,139	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.
Support for beginning teachers	\$18,496	Beginning teacher development was supported through internal mentoring and online professional learning for targeted teachers. The funds were used to cover extra release from face to face teaching and in class SLSO support.
Targeted student support for refugees and new arrivals	Staffing: \$111,110	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

Step Up to School- Transition Program	\$4000	allocated covers the cost of teacher coverage during our transition program.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	46	53	71	74
Girls	43	63	77	78

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	94.3	94.8	94
1	97.5	95.4	90	93.1
2	94.7	95.6	95.4	93.2
All Years	95.4	94.9	93.2	93.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
All Years	94.1	93.6	92.9	92.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	2
Classroom Teacher(s)	6.96
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher ESL	1.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Two beginning teachers at Arncliffe West Infants were successful in gaining accreditation at proficient in 2020.



Awards for proficient teacher accreditation

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	275,053
Revenue	2,339,056
Appropriation	2,254,636
Sale of Goods and Services	16,052
Grants and contributions	47,407
Investment income	351
Other revenue	20,611
Expenses	-2,331,471
Employee related	-2,107,713
Operating expenses	-223,758
Surplus / deficit for the year	7,586
Closing Balance	282,639

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.

	2020 Approved SBA (\$)
Targeted Total	38,197
Equity Total	272,409
Equity - Aboriginal	0
Equity - Socio-economic	13,139
Equity - Language	190,940
Equity - Disability	68,329
Base Total	1,429,461
Base - Per Capita	38,000
Base - Location	0
Base - Other	1,391,461
Other Total	349,425
Grand Total	2,089,492

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

2020 presented unprecedented challenges for our school community. When COVID19 required everyone to stay at home and physical distance from each other, students, teachers and parents had to make significant changes to our lifestyle. A major factor for our school community was the at-home-learning program that needed to be delivered to students for their learning to continue. At home learning packs were mailed out in hard copy and teachers, students and parents used email and phone calls to stay in contact. This experience had profound impacts for everyone. Our school communication with parents improved with regular emails being sent and received. Our teachers were appreciative of the important role that parents played in delivering the learning at home. Many parents stated that they have new found respect for the teaching profession and were very excited and relieved when students were allowed back into classrooms. The students engaged in many hands-on games from their learning packs with their families and participated in activities such as the virtual Easter Hat parade.

Our teachers participated in the Tell Them From Me survey which is an external survey that asks teachers to answer a variety of questions about curriculum delivery and student wellbeing. The results from this survey showed that the teachers rate our school highly in aspects related to learning culture, collaboration and leadership. However, some areas identified for improvement in our school were the use of external data sources to inform our teaching practice and to improved inclusion of our school community in student learning.

Our local community is an important aspect of our school. One of the elderly neighbours to the school sent a letter of thanks to our students who designed Christmas cards for our local federal parliamentary representative, Linda Burney. Our neighbour said that on receipt of the Christmas card the drawings brought a smile to her face and that she "loved the drawings".



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.

