

2021 Annual Report

Arncliffe West Infants School



5103

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 was another year heavily impacted by the COVID 19 pandemic. There were many times when we reverted to learning from home during lockdowns. It is a testament to the strength of our community that everyone worked together to get through the tough times.

This year, the Department of Education provided extra funding to support students impacted by the many weeks of missed face-to-face learning. The funding was deployed to address gaps in student knowledge and generally support the students' emotional wellbeing. This support has helped to ameliorate the impacts of the pandemic.

Necessarily, our focus moved to supporting the core areas of literacy and numeracy which impacted our plans for 2021. Teachers adapted brilliantly to the ever-changing landscape, delivering at-home learning through Zoom sessions, learning packs and video lessons on the website. The wellbeing of our students was a primary focus and regular check-in calls were made to touch base with students.

Frustratingly, parents were excluded from site and assemblies and other gatherings were cancelled. We all became familiar with PCR tests and queued for vaccines. Some of us even succumbed to COVID 19, but thankfully there were no serious casualties.

As a principal I could not be more proud of the resilience, empathy and solidarity demonstrated by our community. We stood together through adversity. A great example of the power of the people!

This will be my last message to the community as I will be retiring in the middle of 2022. It has been an honour to have worked with the fabulous staff, beautiful children, and wonderful community of Arncliffe West Infants. I have enjoyed over a decade at the school and can honestly say there has rarely been a day when I did not want to come to work.

Thank you for all the wonderful years,

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 Turrella 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. 96% of our student have a language background other than English with the predominant cultural groups being 68% Mongolian, 12% Arabic, 3% Russian, 3% Spanish. We have 2 students who identify as Aboriginal.

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.

Arncliffe West Infants School collaborates closely with the 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.

Our 2020 Situational Analysis highlighted the absence of rigorous data for tracking school performance over the longer term. The available NAPLAN data for students who move on to other schools in year 3 is scant and incomplete. Consequently, the school is required to assess performance on internal measures.

Given the variability of the student cohort year-on-year, tracking student outcomes against expected student growth targets was identified as the most meaningful measure of student, teacher and school performance. To cater for the above mentioned equity groups it was evident that expected student growth needed to be moderated for expertise with English language and student ability.

The 2021-2024 school plan will address the identified gaps by setting individualised expected student growth targets mapped to the learning progressions for reading, additive strategies and writing. Teachers will track attainment using formative and summative assessments, analysing the data collected to assess the impact of programming and teaching practices on student outcomes.

By targeting individualised expected student growth we will simultaneously coalesce attention on the collection of rigorous data and a high expectations culture. It is envisaged that the data will underpin teacher reflection and the school's self assessment against the Schools Excellence Framework to drive performance improvement.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To build strong academic foundations which maximise student outcomes in literacy and numeracy by deploying data driven teaching practices tailored to individual student need.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High expectations culture
- Targeted support delivers equivalent growth across equity groups

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$35,317.17

English language proficiency: \$44,847.52

Literacy and numeracy: \$12,396.00

Professional learning: \$10,890.00

Summary of progress

In 2021, we formalised our process of ensuring all students make their expected growth in reading through individualised growth targets. These targets formed the basis of their programs and ensured that programs were tailored accordingly. However, our plans were greatly impacted by the lengthy 14 week learning-from-home period due to COVID. The teachers did an exceptional job of transforming their teaching programs to a blend of online and hard copy learning packs for students to continue their learning from home. Zoom lessons were conducted by our class and support teachers. Our SLSO's also supported students with additional learning needs via Zoom. These measures ensured that high-quality programs were delivered and ensured all students made their expected growth.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
percentage of students in the top two NAPLAN bands for numeracy is 43%	2021 NAPLAN not available due to COVID19. Internal data shows our students are performing better in the Number strand compared to the other strands of Mathematics. In 2022, we will recommence our formal testing of Mathematics using SENA.
percentage of students in the top two NAPLAN bands for reading at 47%	2021 NAPLAN not available due to COVID19. Our internal data shows that more than 85% of students achieved their growth target.
Student attendance will be at 92%	Student attendance is currently at 96.05% due to a reduction in families going on extended overseas holidays due to COVID19.



A class Zoom lesson during the learning-from-home period.

Strategic Direction 2: Quality teaching and assessment

Purpose

To generate and interrogate relevant data sets that focus on individual student growth in order to self assess school performance independent of student cohort variability.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data informed practice improves school performance
- Collaborative practice and mentoring underpins a high impact professional learning strategy

Resources allocated to this strategic direction

Professional learning: \$7,000.00

QTSS release: \$32,402.00

Summary of progress

COVID significantly impacted our ability to implement planned improvements to data informed practice in 2021. The collection of valid and reliable student data was difficult due to the significant interruptions to learning. All teachers used PLAN to track student data but this was limited and lacked consistency over the year. Our teachers only completed one round of the Quality Teaching Rounds. QTRs enable teachers to identify strengths and areas for improvement in their practice, however, the learning-from-home period impacted their ability to implement changes in the classroom. A focus on the curriculum areas of English and Mathematics was maintained in 2021 as per NESA modified guidelines.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
SEF element 'Data skills and use' in the aspect of Data analysis demonstrates evidence for excelling.	The COVID at-home-learning period for semester 2 greatly impacted our ability to accelerate our SEF level to excelling. For 2021, we maintained at Sustaining and Growing.
Class teachers are tracking valid and relevant student data and programs are beginning to respond to the analysis of the data collected.	COVID impacted the teachers' ability to collect quality and reliable data to accurately track the students' data.



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$9,990.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Arncliffe West Infants School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: Equity groups within the school achieved equivalent student growth, as reflected in the analysis of ESL Scales data. Intensive in-class and small group support for identified NAP students improved the outcomes for these students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued in-class support in literacy and numeracy by specialised teachers.</p>
<p>Integration funding support</p> <p>\$31,742.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Arncliffe West Infants School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Equity groups within the school achieved equivalent student growth, as reflected in the analysis of PLAN 2 data and growth against reading targets. Intensive in-class support provided by SLSOs for identified students has improved academic outcomes. This has been reflected in reading levels, as relating to their expected growth targets and SLSO progress notes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employing SLSOs to assist these students to continue to meet their expected growth targets.</p>
<p>Socio-economic background</p> <p>\$11,708.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Arncliffe West Infants School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs to support identified students.

<p>Socio-economic background</p> <p>\$11,708.00</p>	<ul style="list-style-type: none"> • supplementation of extra-curricular activities e.g. swimming and sport <p>The allocation of this funding has resulted in: Students from all socio-economic backgrounds receive equitable support, as reflected in the analysis of PLAN 2 data and growth against reading targets. Equity is achieved for these students through targeted SLSO in-class support. The school subsidised excursions for students and paid for all costs related to providing swimming lessons for all students K-2.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted in-class support for identified students. Respond to cost of living pressure in the community by providing extra curricular activities at school e.g. excursions with a minimal fee and free swimming lessons.</p>
<p>Aboriginal background</p> <p>\$706.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Arncliffe West Infants School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: An SLSO supporting the identified students in class. This funding was combined with other funding sources to maximise this support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Supporting our Aboriginal students to meet their expected growth targets and increasing our range of guided readers that feature our First Nations people.</p>
<p>English language proficiency</p> <p>\$165,355.52</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Arncliffe West Infants School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted support delivers equivalent growth across equity groups • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: The introduction of a targeted music program has developed the confidence, inclusion and engagement of students. This has been reflected in their interest level during music lessons and their ability to display a sound knowledge of the musical concepts being taught. The Wednesday music program has fostered the development of vocabulary for all students through the teaching of repetitive language based songs that were highly supported by visual prompts. This approach has specifically promoted vocabulary development in our EAL/D and NAP cohorts and has translated</p>

<p>English language proficiency</p> <p>\$165,355.52</p>	<p>into the classroom setting as transition breaks between activities and/or to refocus students for the next learning session.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing our music program to train our students to hear the pitch in sounds when learning the English language, provide translation services for verbal and written communication to our community, and employ a specialist teacher or SLSO to support our EAL/D and NAP students in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$69,422.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Arncliffe West Infants School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST teacher <p>The allocation of this funding has resulted in: Targeted LaST support for identified students has improved reading outcomes, as reflected in the reading levels of targeted students against expected growth. Analysis of PLAN 2 data reflects that equity groups within the school achieved equivalent student growth. The implementation of an aural training program has improved language acquisition for targeted students, as reflected in language acquisition reports and Plan 2 data. Analysis of these reports in consultation with LaST coordinator, displays improved outcomes in both language acquisition and language production.</p> <p>After evaluation, the next steps to support our students with this funding will be: Support for targeted student to meet their individual growth targets.</p>
<p>Literacy and numeracy</p> <p>\$12,396.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Arncliffe West Infants School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted support delivers equivalent growth across equity groups <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the purchase of literacy resources such as guided readers <p>The allocation of this funding has resulted in: The introduction of decodable readers for Kindergarten was planned to improve the students' phonic attainment levels. The ES1 team identified expected student growth targets and recorded data in PLAN2 in aspects of phonic knowledge and word recognition. However, as decodable readers were introduced in Term 2, COVID impacted this program and its results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to introduce decodable readers and upgrade our shared picture book teacher library and technology for all teachers and support staff to use in teaching the curriculum.</p>
<p>QTSS release</p> <p>\$32,402.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Arncliffe West Infants School.</p>

<p>QTSS release</p> <p>\$32,402.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative practice and mentoring underpins a high impact professional learning strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional staffing to provide teachers with planning time to implement high quality programs. <p>The allocation of this funding has resulted in:</p> <p>An additional teacher was employed to enable year group teachers to plan together to ensure programs across year groups and stages align. This also enabled teachers to moderate work samples to ensure there was consistency in teachers' judgements across year and stage groups. Building on the success of the Quality Teaching Rounds (QTR) in 2020, we implemented the first round for 2021 and QTSS funding was used to provide cover for classroom teachers. The QTRs improved teaching practice by providing opportunities for teachers to provide constructive feedback on classroom practice to their colleagues and share teaching strategies. A second round of QTRs was planned but was unable to go ahead due to COVID restrictions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Allocating teachers the time to collaboratively plan and moderate work samples to ensure all programs delivered for students are of the same high standard. Continue the QTR progress with the view of having teachers participate in two rounds to improve their practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Arncliffe West Infants School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted support delivers equivalent growth across equity groups <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs of students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Small group tuition has improved the outcomes for targeted students as reflected in the analysis of PLAN 2 data and growth against reading targets. These results indicate that equity groups within the school achieve equivalent student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue supporting identified students to reach their individual growth targets through small group tuition.</p>
<p>COVID ILSP</p> <p>\$55,066.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

COVID ILSP

\$55,066.00

Overview of activities partially or fully funded with this targeted funding include:

- employment of additional staff to support students' learning

The allocation of this funding has resulted in:

In 2021, COVID ILSP funds were used to engage a SLSO and a teacher 3 days a week, to provide support to individual students whose learning was considered to be directly impacted by the learning-at-home period in the previous year.

After evaluation, the next steps to support our students with this funding will be:

Continue to provide support to students through the employment of additional staff to support students' learning.



Swimming lessons in our swimming pool.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	53	71	74	61
Girls	63	77	78	56

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	94.8	94	95.1
1	95.4	90	93.1	96.6
2	95.6	95.4	93.2	94.3
All Years	94.9	93.2	93.4	95.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
All Years	93.6	92.9	92.1	92.7

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Year 2 2021

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.93
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher ESL	1
School Administration and Support Staff	2.96
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Despite the challenges of the pandemic in 2021, 4 teachers achieved proficient teacher accreditation with the support of Executive staff. This is a significant achievement for a school the size of Arncliffe West Infants. Congratulations to the successful teachers and the executive staff that supported them.



More AWIS teachers achieving their teacher accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	282,639
Revenue	2,196,646
Appropriation	2,101,218
Sale of Goods and Services	20,327
Grants and contributions	72,429
Investment income	171
Other revenue	2,500
Expenses	-2,165,445
Employee related	-1,887,064
Operating expenses	-278,380
Surplus / deficit for the year	31,201
Closing Balance	313,840

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.



An excursion to Sydney Zoo.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	31,742
Equity Total	247,193
Equity - Aboriginal	706
Equity - Socio-economic	11,708
Equity - Language	165,356
Equity - Disability	69,423
Base Total	1,311,198
Base - Per Capita	39,936
Base - Location	0
Base - Other	1,271,262
Other Total	359,432
Grand Total	1,949,564

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 Year 2 student playing the ukulele at our assembly.

Parent/caregiver, student, teacher satisfaction

During semester 2 in 2021, students, teachers and parents endured a lengthy 14 weeks of learning-from-home due to COVID cases in the community. Teachers created an at-home-learning program to ensure the students' learning to continued. At-home-learning packs were mailed out in hard copy and teachers, students and parents used email and phone calls to stay in contact. Zoom sessions for Mathematics and English were delivered by our teachers in small groups and whole class. Parent feedback indicated that these Zoom sessions were reported to be very engaging and fun for our students., especially for one particular Kinder class who had a teacher dress-up in different costumes. Feedback on the at-home-learning packages was received via email to our teachers. Most parents responded positively and appreciated that learning took place in a variety of ways.

Community events were severely impacted due to COVID restrictions from semester 2. Our communication with parents happened via weekly emails from teachers, pictures in the monthly newsletters and via our school app, SchoolStream. A change to our end-of-year assembly and Year 2 graduation was well-received by our parent community. The Year 2 graduation was more personal and special as the whole assembly focused on this cohort. We want to thank our school community for their support during the at-home-learning period and for understanding and complying with the COVID restrictions placed on schools.

Our teachers were required to adapt quickly to changes in the educational delivery. Teachers were required to cover face-to-face teaching at school, teaching lessons for students via Zoom, perform welfare checks on students over the phone and plan with colleagues remotely. Our executive staff were in regular contact with all staff members and all staff attended weekly Zoom sessions. We want to sincerely thank our teaching, office and support staff for their extraordinary efforts when performing their duties and providing our students with the very best learning in an uncertain and ever changing environment.



Year 2 2021 Graduation

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

