

# 2022 Annual Report

## Arncliffe West Infants School



5103

# Introduction

The Annual Report for 2022 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.

## School contact details

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Arncliffe West Infants School

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## Message from the principal

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It was exciting to have a full year of teaching and learning on site at Arncliffe West Infants School in 2022. Even though the year started with some restriction on activities, these were lifted and enabled our community to come together to support our students to achieve their goals. We also had lots of fun. Our students continued to learn to swim in our pool, paraded their Easter hat creations, raised money for charity by dressing up as pirates and superheros, paraded their book week costumes, celebrated the spookiest day of the year and sang Christmas songs at our end-of year assembly.

Excursions were back so we walked to Tempe House, ran races and played games in Arncliffe Park, rode around on the back of a tractor, herded sheep to inspect their wool at a farm and played by the seaside to celebrate the end of the school year. Our school parent group re-formed and held fundraisers for our school. The Mother's and Father's day stalls made a come back. For lots of our students, this was their first chance to buy their loved ones a present. Our parent group also held a sausage sizzle which the students and teachers enjoyed very much.

In 2022, we farewelled some important school friends. Our preschool children moved up to the infants school to start their primary schooling while Year 2 moved on to their local Year 3-6 public school. We said goodbye to our Principal, Ms Quinn, who has retired and moved to be closer to her family.

On behalf of the staff at Arncliffe West Infants School, I'd like to thank our wonderful community for your support and the trust you put in us to provide the very best education for your children.

**Mr Bryce Hageman**

**Relieving Principal**



AWIS students learning to swim in our school pool.

## 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 students have a language background other than English with the predominant cultural groups being 68% Mongolian, 12% Arabic, 3% Russian and 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 Strategic Improvement Plan addresses 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 focus 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 School 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	2022 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:** \$7,300.00

**Per capita:** \$30,000.00

**Professional learning:** \$4,000.00

**Socio-economic background:** \$9,208.08

**Low level adjustment for disability:** \$45,968.00

**QTSS release:** \$26,776.00

**English language proficiency:** \$51,020.33

### Summary of progress

The focus for 2022 was on developing students' literacy and numeracy skills with an aim to have students reach their individual growth targets. The school employed a range of assessment data to measure the effectiveness of teaching strategies. This involved purchasing physical resources such as guided readers, updating the teacher resource library and hands-on Mathematics equipment to engage students and differentiate learning activities for all students. A large portion of funds were used to employ specialised teachers in music, learning support and School Learning Support Officers to enable learning support programs to assist students in reaching their growth targets. As a result of these activities, teachers used internal data, formative assessment strategies and student work samples to make adjustments to teaching programs to enable all students to make their expected growth. Next year, the focus will be on strengthening the school's use and triangulation of internal and external data. This will support further improvement in individualising learning programs ensuring that all students achieve growth in their literacy and numeracy skills.

### 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
SENA test results show a 2% improvement on 2021 results.	2022 SENA numeracy data indicates that 73% of students are achieving numeracy results that are at their expected year level. This data was unable to be compared to 2021 due to extended learning from home periods.
Percentage of students achieving their expected growth target for reading at 70%.	2022 reading targets indicate that 81% of students reached their individual growth targets. This data was collected using internal assessments.
Student attendance will be at 93%.	The number of students attending greater than 90% or more of the time was 63.9% with an overall attendance rate of 90.8%. The partial drop in attendance was due to families reconnecting after the public health orders were lifted.

## 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:** \$11,000.00

**Literacy and numeracy:** \$5,096.00

**Literacy and numeracy intervention:** \$3,200.12

**English language proficiency:** \$8,000.00

### Summary of progress

The focus for 2022 was on developing collaborative teaching practices through high quality professional learning and using data to improve student growth and school performance. To achieve this, teachers met in stage groups to develop common assessment tasks in writing. Teachers developed and marked assessments against a rubric and then moderated assessment samples across stage groups. The school also trialled and analysed a range of external assessments to strengthen data collected. The school deployed an integrated music program by participating in the National Music Teachers Mentoring Program and employing two specialist music teachers to support students P-2. Student participation was high during music lessons and musical performances at assemblies. Music lessons further developed the vocabulary of all students, especially those who are learning English as an additional language. To further develop collaboration between colleagues and improve teacher quality, teachers undertook Quality Teaching Rounds (QTRs). This enabled teachers to reflect on their own and their colleagues' practice with collaborative feedback. The sharing of ideas and practices aimed to improve the delivery of learning in classrooms. Next year, the focus will be on using external data sources alongside our internal data to enable teachers to gain a better understanding of student performance. An Assistant Principal Curriculum and Instruction (APCI) has been employed to further develop teacher practice across K-2 with a focus on curriculum and instruction.

### 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 aspects of Data analysis and Data literacy demonstrate evidence for excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use. Next steps to achieve 'Excelling' include implementing a range of data strategies that give us reliable and meaningful data.
Class teachers are applying the analysed student expected growth data to programming and are beginning to evaluate teaching practice collaboratively to determine best practice.	All classroom and learning support teachers use expected student growth data to individualise learning for students. Reading targets indicate that 81% of students reached their individual growth targets. 65% of teachers engaged in Quality Teaching Rounds to evaluate their teaching practice. 85% of those teachers met their goal resulting in improved teaching practice.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$67,711.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Equity groups within the school achieved equivalent student growth, as reflected in the analysis of English as a Second Language Scales data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued group and individual in-class support by specialised teachers to develop the targeted students' English proficiency.</p>
<p>Integration funding support</p> <p>\$81,421.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individualised support provided by School Learning Support Officer (SLSO) for students with funding support. Individual learning plans were regularly reviewed by the class teacher and the Learning Support Team to ensure the needs of the students were being met.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employing SLSO's to enable students to continue to meet their individual learning plans.</p>
<p>Socio-economic background</p> <p>\$9,208.08</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted support delivers equivalent growth across equity groups</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students from all socio-economic backgrounds receive equitable support, subsidised excursions for all students and all costs related to providing</p>



<p>Socio-economic background</p> <p>\$9,208.08</p>	<p>swimming lessons for all students K-2 in our school pool.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support for all students from all socio-economic backgrounds in response to community need.</p>
<p>Aboriginal background</p> <p>\$1,501.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of SLSOs to support the learning outcomes for identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employment of teacher relief to enable class teachers to enhance personalised learning plans for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$110,488.73</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted support delivers equivalent growth across equity groups</li> <li>• Collaborative practice and mentoring underpins a high impact professional learning strategy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A targeted music program has continued to develop the confidence, inclusion and engagement of all students. This has resulted in improved language outcomes for EAL/D students as reflected in Planning Literacy and Numeracy (PLAN) data. Co-teaching has developed the confidence of the teachers, resulting in a transference of music skills into the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing our music program to improve language outcomes for our EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$67,591.36</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$67,591.36</p>	<ul style="list-style-type: none"> <li>• Targeted support delivers equivalent growth across equity groups</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Small group tuition has improved the outcomes for targeted students as reflected in growth against reading targets. These results indicate that equity groups within the school achieve equivalent student growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue supporting identified students to reach their individual growth targets through small group tuition.</p>
<p>Professional learning</p> <p>\$15,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Arncliffe West Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High expectations culture</li> <li>• Targeted support delivers equivalent growth across equity groups</li> <li>• Data informed practice improves school performance</li> <li>• Collaborative practice and mentoring underpins a high impact professional learning strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• relieving experienced teachers to unpack evidence-based approaches to teaching writing and explore modelled, guided and independent writing</li> <li>• employment of casual relief teachers to enable implementation of Quality Teaching Rounds.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning opportunities centered around trialing the new English and Mathematics curriculum K-2. Casual relief teachers were employed to enable experienced teachers to work with staff around developing their skills and understanding of new syllabus documents. Quality Teaching Rounds were implemented to enable teachers to observe colleagues and provide feedback. This enabled teachers to further develop their teaching skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Provide all staff, teaching and non-teaching, with professional learning by internal and external presenters to enable all staff to develop their professional knowledge.</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High expectations culture</li> <li>• Targeted support delivers equivalent growth across equity groups</li> <li>• Data informed practice improves school performance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the teaching of numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• teacher release to engage staff in moderating assessment tasks.</li> </ul>

<p>Literacy and numeracy</p> <p>\$12,396.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>  Teachers used quality literature across all Key Learning Areas to increase engagement and encourage rich discussions between students. Casual relief teachers were employed to enable teachers to collaborate in stage groups in designing, implementing, assessing and moderating common assessment tasks and develop a shared understanding of student achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to collaborate in stage groups and work with the Assistant Principal Curriculum and Instruction in developing a shared understanding of student achievement across literacy and numeracy.</p>
<p>QTSS release</p> <p>\$26,776.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted support delivers equivalent growth across equity groups</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Smaller class sizes so that teachers have more time to assist individual students and cater to their needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue collaboration between teachers to further develop their skills and knowledge while meeting the needs of students.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data informed practice improves school performance</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• trialing the PAT assessment</li> <li>• using the Sound Waves diagnostic assessment</li> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Small group tuition for targeted students in need of support and trial of external assessment strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Further training and support to be given to teaching staff in how to use data to assess students and modify teaching programs.</p>
<p>COVID ILSP</p> <p>\$44,053.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

COVID ILSP

\$44,053.00

**including:**

- Other funded activities

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

- employment of teachers/educators to deliver small group tuition
- providing intensive small group tuition for identified students who were identified as having language development difficulties
- releasing staff to coordinate the program.

**The allocation of this funding has resulted in the following impact:**

COVID ILSP funds were used to engage an SLSO 5 days a week and teacher 3 days a week, to provide support to students whose learning was considered to be directly impacted by the learning at home period in 2021.

**After evaluation, the next steps to support our students will be:**

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



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	71	74	61	72
Girls	77	78	56	52

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	94.0	95.1	89.4
1	90.0	93.1	96.6	90.5
2	95.4	93.2	94.3	91.6
All Years	93.2	93.4	95.3	90.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
All Years	92.9	92.1	92.7	87.7

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19

- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	2.96
Other Positions	0.4

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

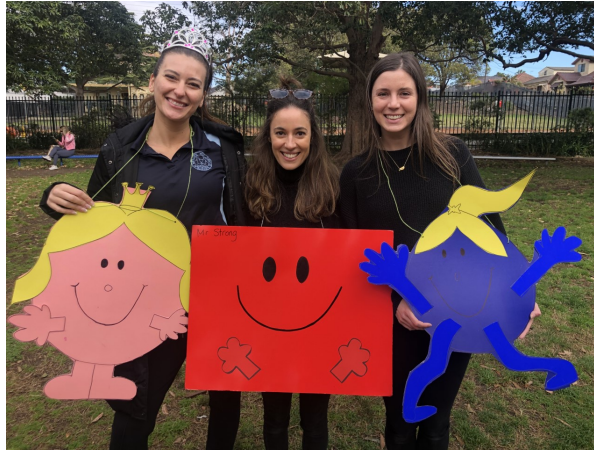
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All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching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

## Professional learning and teacher accreditation

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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.



Book Week



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	240,470
<b>Revenue</b>	2,481,306
Appropriation	2,399,590
Sale of Goods and Services	26,132
Grants and contributions	47,879
Investment income	1,903
Other revenue	5,803
<b>Expenses</b>	-2,405,895
Employee related	-2,144,897
Operating expenses	-260,998
<b>Surplus / deficit for the year</b>	75,411
<b>Closing Balance</b>	315,880

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.



Superhero Fundraiser for Bear Cottage

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	81,421
<b>Equity Total</b>	188,790
Equity - Aboriginal	1,501
Equity - Socio-economic	9,208
Equity - Language	110,489
Equity - Disability	67,592
<b>Base Total</b>	1,306,282
Base - Per Capita	32,090
Base - Location	0
Base - Other	1,274,192
<b>Other Total</b>	580,148
<b>Grand Total</b>	2,156,641

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.



Picnic Day

## Parent/caregiver, student, teacher satisfaction

At Arncliffe West Infants School, we pride ourselves on being a school that values the contributions of our entire community - parents, students and teachers. Each year we ask our community to provide feedback about our achievements and where we could improve. This is what they had to say:

During our last parent group meeting for 2022, the consensus was that AWIS is a caring, calm and inclusive school and treat all children with respect. The parents like the rewards program in classrooms and enjoy seeing their children receive awards as well as having the chance to receive a Principal's book award. The parent group appreciated their input into the behaviour policy but said it should be sent out to all parents via email. They wanted clarification around stage-based classes especially in Stage 1.

Our students reported an overall feeling of happiness and enjoyment at school. When asked the question 'what makes you want to do your best at school?' during class surveys, some student responses included: knowing more things, to get smarter, learning from my mistakes, make our parents proud and receiving awards. Students enjoyed receiving a range of rewards, playing with their friends, swimming, singing in the choir and playing a range of sports. When it came to improvements, students suggested swimming more on hot days, playing games in class and going on excursions (something they missed out on during COVID-19).

Every year our teachers complete the 'Tell Them From Me' survey. The survey asks the respondent to rate the statements from 1-5. Overall, the teachers from AWIS felt that our school has strong leadership, our staff are very collaborative and that planned learning experiences encourage students to challenge themselves to achieve their learning goals. Areas for improvement that have been highlighted by the teaching staff include: further incorporating technology for students in the classroom, using reliable data to inform teacher practice and further development of teacher quality through Quality Teaching Rounds.



Parent Group Sausage Sizzle Fundraiser

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.