

2023 Annual Report

Arncliffe West Infants School



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Introduction

The Annual Report for 2023 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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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 National Assessment Program - Literacy and Numeracy (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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 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	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

Professional learning
AP Curriculum & Instruction
Literacy and numeracy
Socio-economic background
Low level adjustment for disability
Integration funding support
English language proficiency
Refugee Student Support
New Arrivals Program
Aboriginal background

Summary of progress

The focus for 2023 was the collection and analysis of data from various assessments to improve students literacy and numeracy skills. This was the first year of the school using the Interview for Student Reasoning assessment to gain an insight into how students apply their mathematical understandings of number and place value. Data from this assessment was communicated to teachers and a focus on areas in need of improvement was established for students in Years 1 and 2. Individual growth targets for reading continued to be of used by teachers to gain an understanding of the expected growth for each student. The school also worked towards delivering equivalent growth across equity groups by employing two full time and one part time School Learning Support Officers (SLSO). Two of the SLSOs speak Mongolian and provided language support to students on the New Arrivals Program and English as an Additional Language or Dialect program. A teaching representative joined the Kogarah network 'Yirran Ngalambay' to support the development of Aboriginal Education across the school. Next year, the focus will be on equipping teachers with knowledge of data literacy and analysis skills to then use their findings in teaching and planning. This will focus the school on achieving student growth in literacy and numeracy skills as teachers focus on the individual needs of students.

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
Student results from the Interview for Student Reasoning Mathematics assessment shows an upward trend on baseline data from Term 1 to Term 4 2023.	Results from the Interview for Student Reasoning assessment in number and place value show an increase in students demonstrated ability when comparing assessments from Term 1 and Term 4 2023. The increase in students demonstrating knowledge in place value and patterns across a range of indicators increased between 1% - 21%. Only two indicators saw a 1% increase of students not demonstrating knowledge of place value and patterns.
Student attendance will increase based on the 2022 attendance rate.	Student attendance increased in 2023 to 93.16%. This is an increase of 2.36% on the previous year and is above the average attendance rate for public infants schools and the overall state average.
Students achieve their expected growth in PM reading levels for 2023.	Reading level data demonstrated that 80% of students reached their expected growth in reading with little difference between the Kindergarten,

Students achieve their expected growth in PM reading levels for 2023.

Year 1 and Year 2 results.

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

Literacy and numeracy
AP Curriculum & Instruction
English language proficiency
Professional learning
QTSS release

Summary of progress

The focus for 2023 was on refining the quality of teaching and assessment practices for all students from Kindergarten to Year 2. Professional learning using the Centre for Education Statistics and Evaluations document 'What Works Best: 2020 Update'. Teachers reflected on their practice and set goals across all eight themes. This professional learning led to a review of teaching and learning programs to ensure high quality, differentiated learning was delivered for all students. All classroom teachers collaborated with the Assistant Principal, Curriculum and Instruction during strategically planned sessions. Individual data hour sessions were held with each teacher to explore student data prior to whole stage planning sessions. Planning sessions were held twice a term to enable teachers to plan differentiated teaching and learning activities for students with assistance from the Learning and Support Team.

Next year, the focus will be on strengthening the school's learning support programs to individualise learning and further develop teachers use of learning intentions and success criteria to ensure all students know what they are learning and how to go about achieving their goals.

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
Teachers use data effectively to evaluate student understanding of lesson content. SEF element 'Data skills and use' in the aspects of Data literacy demonstrates evidence for sustaining and growing.	Tell Them From Me data for 2023 demonstrated that teachers continued to develop their confidence in using data to inform teaching and learning programs compared to previous years. Evidence demonstrated that the school's on-balance judgement for the SEF element 'Data skills and use' is at delivering.
Teachers show high expectations of all students through differentiation in response to student progress data.	Tell Them From Me data for 2023 demonstrated that teachers have increased their skills in setting challenging learning goals by 1.1 points from a score of 6.6 to 7.7.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$333.37</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning. <p>The allocation of this funding has resulted in the following impact: Teachers having a deeper understanding of how to support refugee students.</p> <p>After evaluation, the next steps to support our students will be: Engaging the EAL/D teacher or a bilingual staff member to liaise with new refugee families enrolling a student.</p>
<p>New Arrivals Program</p> <p>\$113,459.00</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"> • Targeted support delivers equivalent growth across equity groups <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 the following impact: Improved English attainment levels in speaking and listening. Students expressive and receptive language skills have shown improvement in line with the EAL/D scale outcomes.</p> <p>After evaluation, the next steps to support our students will be: Providing withdrawal support for identified students on the New Arrivals Program in oral skill development, reading and responding and writing and representing.</p>
<p>Integration funding support</p> <p>\$88,693.00</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"> • Targeted support delivers equivalent growth across equity groups <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 the following impact: Improved student outcomes across key curriculum areas.</p> <p>After evaluation, the next steps to support our students will be: Revising individual learning plans in line with curriculum outcomes and</p>

<p>Integration funding support</p> <p>\$88,693.00</p>	<p>individual student needs. New goals are set after consultation with parents and external providers.</p>
<p>Socio-economic background</p> <p>\$8,019.57</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"> • High expectations culture • Targeted support delivers equivalent growth across equity groups <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Growing Strong Minds program to support student wellbeing. <p>The allocation of this funding has resulted in the following impact: Improved student self awareness and regulation of emotions, development of social skills and empathy towards others.</p> <p>After evaluation, the next steps to support our students will be: Further developing the students' skills and sharing this with their families.</p>
<p>Aboriginal background</p> <p>\$2,380.30</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"> • Targeted support delivers equivalent growth across equity groups <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: Improved student learning and wellbeing outcomes due to the individualised learning plan focusing on individual student needs in consultation with families.</p> <p>After evaluation, the next steps to support our students will be: Developing the teachers knowledge of the local area and incorporating Aboriginal perspectives into teaching programs and special days such as Harmony Day.</p>
<p>English language proficiency</p> <p>\$139,485.84</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 • Data informed practice improves school performance • Collaborative practice and mentoring underpins a high impact professional learning strategy <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$139,485.84</p>	<ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in the following impact: Improved student engagement and outcomes due to specific teaching strategies such as use of the EAL/D teaching cycle for targeted EAL/D students. Withdrawal of identified students to build their vocabulary and their confidence in using English language to communicate.</p> <p>After evaluation, the next steps to support our students will be: Providing professional learning for staff concerning use of EAL/D progressions in teaching and learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$67,591.76</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"> • High expectations culture • Targeted support delivers equivalent growth across equity groups <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: Improved reading levels for targeted students against expected growth targets and literacy progressions.</p> <p>After evaluation, the next steps to support our students will be: Providing support to students through modified programs to develop their reading, comprehension and writing skills.</p>
<p>Professional learning</p> <p>\$18,701.21</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>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"> • High expectations culture • Targeted support delivers equivalent growth across equity groups • 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"> • teacher relief for staff engaging in professional learning • other methods of learning designed to improve student outcomes • Fortnightly staff professional learning examining best practice. <p>The allocation of this funding has resulted in the following impact: Improved student learning outcomes across key learning areas as teachers</p>

Professional learning \$18,701.21	are implementing evidence-informed strategies. After evaluation, the next steps to support our students will be: Providing professional learning to staff to ensure continued delivery of best practice.
QTSS release \$27,698.11	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Arncliffe West Infants School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Collaborative practice and mentoring underpins a high impact professional learning strategy Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices. The allocation of this funding has resulted in the following impact: Teachers engaged with the new syllabus through stage teams to collaboratively plan lessons. 79% of teachers felt they can competently implement syllabus changes. All class teachers and some support teachers participated in Quality Teaching Rounds. 100% of participants reported a positive change to their teaching practice. After evaluation, the next steps to support our students will be: Continuing to provide teachers with collaborative planning sessions each term. Further Quality Teaching Rounds will be offered to all teachers.
COVID ILSP \$33,040.07	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 2023. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy • employment of teachers/educators to deliver small group tuition. The allocation of this funding has resulted in the following impact: Improved outcomes in Numeracy due to building mathematical language vocabulary. After evaluation, the next steps to support our students will be: Developing the students use of mathematical language in the classroom and reinforcement of new vocabulary.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	74	61	72	57
Girls	78	56	52	63

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.0	95.1	89.4	91.7
1	93.1	96.6	90.5	93.5
2	93.2	94.3	91.6	94.8
All Years	93.4	95.3	90.3	93.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
All Years	92.1	92.7	87.7	90.8

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.8
Classroom Teacher(s)	7.91
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
Teacher EAL/D	0.6
School Counsellor	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 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	274,951.91
Revenue	2,780,990.68
Appropriation	2,676,624.38
Sale of Goods and Services	26,825.35
Grants and contributions	62,366.34
Investment income	7,340.75
Other revenue	7,833.86
Expenses	-2,656,281.11
Employee related	-2,421,652.33
Operating expenses	-234,628.78
Surplus / deficit for the year	124,709.57
Closing Balance	399,661.48

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.

	2023 SBAR Adjustments (\$)
Targeted Total	84,492
Equity Total	217,477
Equity - Aboriginal	2,380
Equity - Socio-economic	8,020
Equity - Language	139,486
Equity - Disability	67,592
Base Total	1,454,264
Base - Per Capita	34,875
Base - Location	0
Base - Other	1,419,389
Other Total	675,772
Grand Total	2,432,006

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

The school seeks feedback both formally and informally from parents, teachers and students.

Parent/caregiver satisfaction

2023 was the first year that parents had the opportunity to complete the Tell Them From Me survey. Results of this survey demonstrated that 78% of parents feel welcomed when they visit the school, 82% agreed that teachers listened to their concerns and 85% of respondents said that they received regular communication from the school. The school had an active parent group working committee which met twice a term. The schools bilingual SLSO was available to translate for parents with limited English. 30 parent and community members were acknowledged for their support and contributions to Arncliffe West Infants school. In 2024, the school will work towards welcoming more parents/carers into classrooms and involve parents further in the planning and reporting of their child's learning.

Student satisfaction

Students were surveyed in regard to how they felt about school. When asked what makes them want to do their best at school, answers included: feeling happy, to learn new things, playing with friends, not getting into trouble and trying to do things that are hard. Students wanted to see more awards, ice blocks and free play. Excursions and incursions were a highlight of the year, especially the whole school excursion to the zoo. In 2024, all students Kindergarten to Year 2 will have the opportunity to attend the farm excursion. Students also provided feedback on the plans for installing new playground equipment. They drew pictures of what they wanted to see. Hopefully the installation of the new playground equipment will take place in 2024.

Teacher satisfaction

In 2023, all teachers completed the Tell Them From Me survey. Results of this survey demonstrated that collaboration is strong at Arncliffe West Infants School. Teachers highly valued the opportunity to work with other in developing cross-curricular learning. All teachers agreed that as a school, the leadership team are leading a culture of improvement and change in a positive way. In 2024, the school will work towards involving the parent community to positively impact student learning. Further professional learning into integrating technology into teaching and learning programs will be implemented.

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.