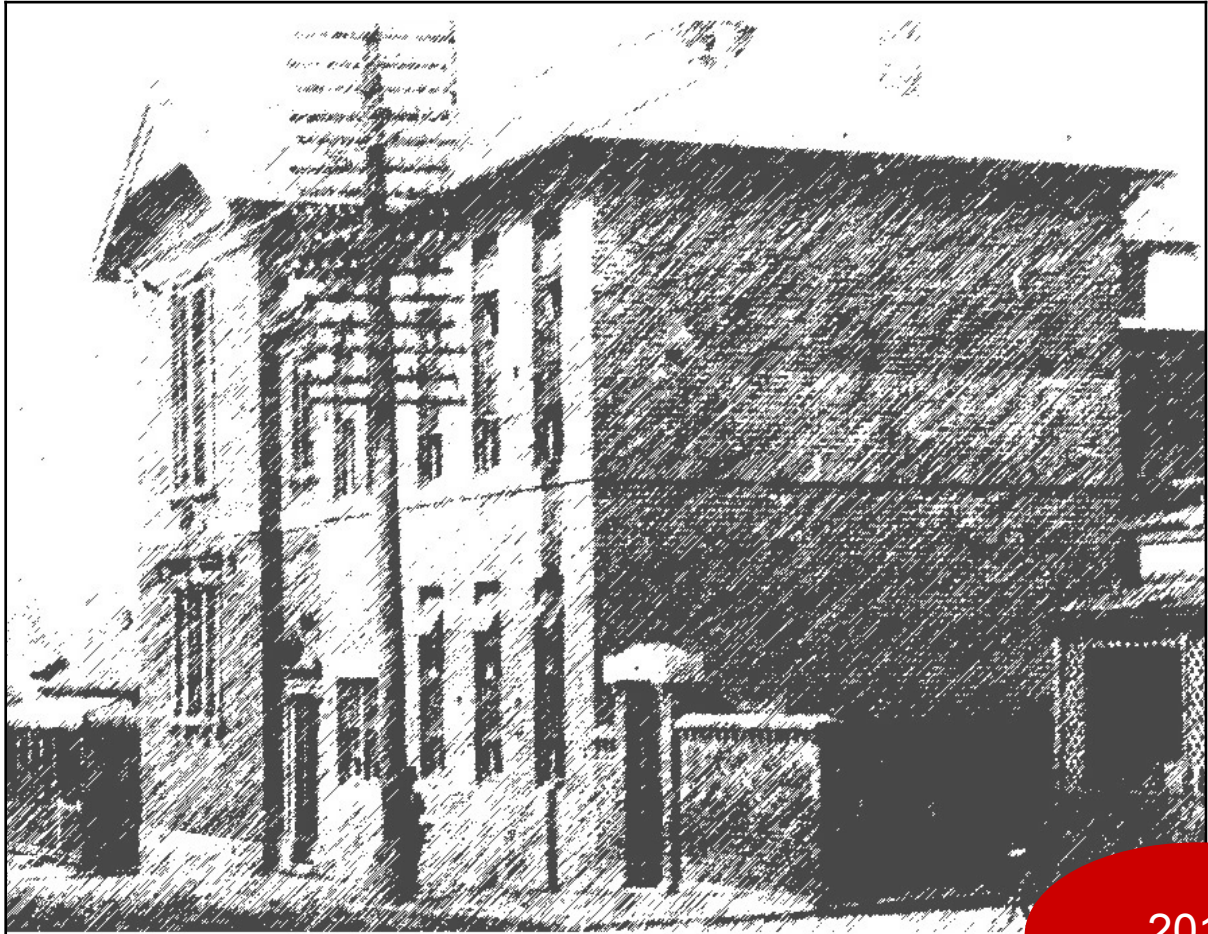


Australia Street Infants School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Australia Street Infants School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Keryn Stone

Relieving Principal

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Message from the Principal

Australia Street Infants School is a specialist early learning centre catering for children in the 0 – 8 years range. We offer innovative educational programs through Lennox House Community Centre, our Preschool, Kindergarten to Year 2 Infants School, Outside School Hours Care, and Vacation Care.

Our central purpose is to provide your child with the knowledge, understanding, skills, values and attitudes necessary for a sound foundation to life-long learning. To this aim, we offer a relevant, meaningful and practical curriculum within a safe, happy and stimulating learning environment that fosters cooperation and teamwork throughout our learning community.

2016 saw the implementation of new and successful programs and strategies, as well as a sustained commitment to the effective inclusion of all school stakeholders, including maintaining active community involvement in school planning and development.

Underpinning our achievements in 2016 was a dynamic and talented team of teachers and committed parent body who worked tirelessly together throughout the year to ensure that the students at Australia Street Infants School are provided with the highest quality education within an extraordinary school setting.

Keryn Stone

Relieving Principal

Message from the school community

The Australia Street School Community Organisation (ASSCO) is the Parents and Citizens Association for Australia Street Infants School. ASSCO brings parents, carers, children and teaching staff together to make our school the best place it can be.

This year ASSCO raised over \$33,000 through fundraising events including Grandfriends Day, the Olympicsathon, Trivia Night, the Election Day and Bunnings BBQs and the Art Show. We used these funds to purchase coding toys and new readers for the classrooms, musical instruments and new shelving for the library, and will contribute \$18,000 towards the upgrade of the school playground next year.

These events would not have been possible without the help of our supportive school community. I would like to thank our enthusiastic committee members, and everyone who came along to an ASSCO meeting, turned a sausage, ran a stall, sold raffle tickets, baked a cake or gathered donations for one of our events. At a small school like ours every pair of hands makes a difference, and all your efforts are greatly appreciated.

We would also like to thank Keryn Stone, who has done such a great job as relieving principal this year, and Vikki Butler, who runs the wonderful Out of School Hours Care program on behalf of ASSCO.

Tove Parker

ASSCO President

School background

School vision statement

Children bring to school family and community ways of **belonging, being and becoming**. We build upon these experiences to enable all students to feel secure, confident, and included. To experience continuity in how to be and how to learn. We encourage children to actively construct their own understanding and to contribute to the knowledge of others through a developed culture of ongoing learning and reflective practice for students, staff and community. We hold high expectations of our students, challenging them to become responsible, respectful citizens of the future. All children have the right to learn, play and to be heard. Students of our school will learn to be independent thinkers, solve problems constructively, actively develop and value resilience.

School context

Here at Australia Street Infants School we view every child as a capable learner, we acknowledge children learn and develop in different ways and facilitate this through quality teaching and learning programs motivating every student to achieve their personal best at school.

Australia Street is a 160 student Preschool to Year 2 school (infants) in the heart of Newtown. It is known for its small, pastoral environment providing quality literacy, numeracy and technology programs and our dedicated and talented staff have formed cohesive partnerships with a very supportive community.

We view ourselves as a Centre of excellence in Early Childhood Education and believe learning is enhanced in an environment where children and families feel they belong.

We work in partnership with local feeder schools to share expertise and professional learning which in turn allows continuity of care and information for students transitioning from us (infants) to primary school in Year 3 and from local prior to school settings into kindergarten.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the area of Learning, we have been focusing on the elements of Wellbeing and Curriculum and Learning. Our staff are being trained in Positive Behaviour for Learning and this program has begun to be implemented school wide. A team has been established to lead this program and it will continue in 2017. A Learning Support Team coordinates, develops, implements and evaluates education programs and ensures that all student needs are catered for. We actively collect and use information to support students' successful transitions. High expectations for learning are shared across students, staff and the community

In the Teaching domain, staff continue to be upskilled in data skills and use. Kindergarten teachers have now completed the L3 training program, which supports teachers to actively incorporate data analysis in their planning of reading and writing. Year 1 teachers have been training in L3 in 2016 and this training will continue in 2017. Teachers actively share learning with others in formal and informal forums. Staff have been supported to ensure assessment data drives progress and success through professional learning and team teaching opportunities.

In the third domain, Leading, the Newtown Network of Schools has been collaboratively planning professional learning for both experienced and early career teachers. This process provides opportunities for executive and aspiring executive staff to develop leadership skills and has been invaluable in succession planning for all schools in the Network. Australia Street School has been supporting teachers with team teaching and mentoring opportunities.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Sustained student engagement and learning outcomes through innovative and creative teaching practice.

Purpose

The Melbourne Declaration of 2008 indicates that successful learners 'are creative, innovative and resourceful and are able to solve problems in ways that draw upon a range of learning areas and disciplines'. We promote pedagogy that encourages students to learn how to take information and turn it into knowledge – knowledge applicable to their own circumstances. We recognise students need to see a purpose for their learning and that creativity and innovativeness cannot be taught but rather such qualities need to be infused through the teaching and learning practices. Innovation will be firmly embedded in the professional discourse.

Overall summary of progress

In 2016 the executive team used the Instructional Practices Index to collect baseline data on student engagement levels. This research-based tool measures engagement across six levels and our aim was to increase engagement at the top two levels. After collecting baseline data, staff engaged in professional dialogue based on current research into engagement. In two teams, the K–2 staff collaborated to lead projects involving enhanced student feedback and co-creation between students and teachers. Staff planned and wrote a series of lessons then participated in peer observations to collect data about student engagement. These observation levels showed that the strategies were successful with extremely high levels of student engagement evident.

In the area of Project-Based Learning (PBL) we continued to develop teacher skills. All K–2 classes had the opportunity to work on collaborative projects this year and student learning continued to be showcased publicly each term. In Term 3 of this year four staff members participated in additional professional learning to enhance their skills with PBL and to explore strategies for developing deeper student understanding and critical thinking.

Play Based Learning also continued to be a focus at Australia Street this year. All teaching staff engaged in professional learning and worked collaboratively to extend the opportunities to learn through play into Stage One. Teachers explored the different kinds of play and strategies for developing play opportunities that lead to deep learning.

Technology was also a significant focus for staff and student learning this year. A technology team was formed, teachers attended professional learning at Macquarie University and a new scope and sequence was developed. The school, with the support of the school's P&C body, purchased additional resources to support learning in the areas of robotics and coding. Since the implementation of the technology skills scope and sequence, all students have been able to demonstrate developing understanding and skills in coding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To improve student engagement by 10 % as measured by the Instructional Practice Index.	Baseline data collected for student engagement. Project teams established and lessons planned collaboratively. Project observation levels showed significant increase in engagement. At the top level of the IPI, Active Engaged Learning , data shows an increase from 2.2% in baseline data to 16.3% during the project, indicating students were engaged in higher-order learning. End of year data was collected to analyse any significant long-term effects of the project. Data showed a significant decrease in student disengagement from 11.1% to 1.5% of observations, and an increase in the top two levels of engagement (Student-Engaged Instruction) from 2.6% to 5.1%.	Professional Learning and staff release costs (shared with Strategic Direction 2): \$5,500
100% of teachers programs	School scope and sequence developed for	Technology resources:

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
reflect teaching and learning that is innovative and creative.	<p>technology skills.</p> <p>All K–2 Students have participated in coding lessons.</p> <p>All staff participate in professional learning in robotics implementation and in how to engage students through the effective integration of technology.</p> <p>All staff engage in Play Based Learning professional learning to develop play based scenarios that will lead to deep exploration.</p> <p>Project Based Learning planning time to ensure all staff, including new staff incorporate effective PBL strategies in programs, with the intention to develop critical thinking skills in students.</p>	<p>\$4,300</p> <p>Professional learning, resources and staff release costs: \$6,600</p> <p>Total expenditure: \$10,700</p>

Next Steps

- IPI data from the focus observations demonstrated strongly that the strategies used were successful at increasing student engagement. Continued professional learning and collaborative planning for student engagement is needed to embed these strategies into pedagogy. Ongoing IPI data collection will be needed to monitor success.
- Continue to implement technology scope and sequence and integrate the new robotics resources purchased late 2016.
- Continue collaborative planning for project based learning and implement strategies from the 'Deeper learning' course, including the use of project walls.
- Provide further opportunities for Stage 1 teachers to observe play based learning in action.

Strategic Direction 2

Ensuring high quality assessment is used to drive school and classroom programs as part of a reflective approach to planning, teaching and learning.

Purpose

The School Excellence Framework states that schools that excel have consistent, school-wide practices for assessment and reporting in place which are used to monitor, plan and report on student learning across the curriculum. We recognise that each child brings a different set of experiences, knowledge and skills to school with them, and that understanding these is essential to planning their individual learning paths.

To ensure learning opportunities for students are meaningful they must be evidence based. The early years learning framework and the literacy and numeracy continuums can be valuable tools for monitoring student capabilities and needs. Establishing a culture of regular monitoring and reflection will lead to improved student outcomes.

Overall summary of progress

This year two teachers completed their second year of L3 training and an additional two teachers commenced training. All Kindergarten and Year 1 classes have collected five-weekly data and used this to plan for teaching and learning in English.

In Semester 2, funding provided to the school allowed for the Assistant Principal to be off class half a day per week to support teaching and learning. School funds were used to top this up to a full day each week. This allowed for team teaching, lesson observation and feedback to enhance pedagogy in literacy and numeracy. Teachers worked collaboratively to collect and analyse data, tracking student progress on the literacy and numeracy continuums. The Assistant Principal supported Early Career Teachers (ECTs) to develop familiarity with the continuums and to use these as a tool to plan for differentiation.

As part of the Instructional Practices Index (IPI), a tool used to increase the level of student engagement, teachers identified a need to increase the quality of student learning conversations. Teachers explicitly taught students how to give peer feedback and began to implement this with self-reflection.

Self-reflection tools have continued to be implemented in the classroom with a focus on writing. In Stage 1, students were able to articulate where they were on the learning cycle and set goals to improve their writing.

Across the Newtown Network teachers met once a term to create a task to moderate and increase the standard of teacher judgment. All teachers participated within their stages to create a writing task and brought results to share. Teachers were able to ensure consistency in teacher judgement across the network. Staff met within their stages each term to maintain consistent teacher judgment on all assessment tasks carried out.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of programs reflect evidence based practice.	<p>Two Kindergarten Teachers completed their second year of L3 training. Two Year 1 Teachers have begun their L3 Training. Teachers have shown use of students' data to guide their programming and planning.</p> <p>Identified Early Career Teachers (ECTs) supported by AP and mentors with programming and explicit instruction on how to use PLAN Software to help differentiate their planning.</p> <p>PLAN software updated every term. Early Learning Plans are included in teachers' programs to inform their planning.</p> <p>Parent workshops held include: 'Reading with your child' workshop, Cybersafety parent workshop and Autism parent support workshop enabled parent</p>	<p>L3 Professional Learning: \$6,000</p> <p>Assistant Principal Release: QTSS Staffing allocation fund and topped up from school resources: \$4,000</p> <p>Best Start testing release: \$1,000</p> <p>Autism parent support workshop grant: \$650</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of programs reflect evidence based practice.	learning and encouraged parent engagement in student learning.	
Increase by 25% per annum the number of students able to articulate what they are learning and where they are placed on the learning cycle.	<p>As part of the student engagement initiative utilising the Instruction Practices Index (IPI), teachers worked collaboratively to improve student peer feedback and self reflection. A significant improvement in student learning conversations was seen by the end of the year.</p> <p>Self reflection tools were implemented within writing in Stage 1. Students were able to articulate their learning goals and reflect on their writing.</p>	Professional Learning and staff release costs (shared with Strategic Direction 1): \$5,500
Increase the use of consistent teacher judgment to moderate assessment tasks by 25% each year.	<p>100% of teachers collaborated across the Newtown Network within their stages to moderate a writing task. Teachers reflected on teacher judgment and developed consistent views of the continuum.</p> <p>All teachers met within their stages each term to identify consistent teacher judgment across all assessment tasks.</p>	Nil – professional learning afternoons held.

Next Steps

- All Australia Street Infants School classroom teachers to be trained in the L3 program, and implement within their classrooms.
- All teachers to be using data to drive their teaching and demonstrating this in their programming.
- Continue to implement strategies that increase student learning conversations and those that focus on quality self-reflection tools.
- Work with the Newtown Network to continue increasing consistency across the curriculum.

Strategic Direction 3

Develop an effective system of collaboration, communication and leadership within and beyond the Newtown Schools Network using these local networks to support staff at our school to build on strengths and pursue areas of professional interest and growth.

Purpose

To build stronger positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support staff members develop self and others in the pursuit of excellence.

Overall summary of progress

The Early Career Teacher Network provided support to over 35 Early Career Teachers in the Network through workshops around classroom and behaviour management, time management, accreditation and assessment for learning. The teachers highly valued the opportunities to meet with colleagues at similar stages in their career and have indicated a wish to continue the network meeting in 2017. Some Early Career Teachers continued their relationship with their 2015 appointed mentors.

The Curriculum and Learning project involved a shared Staff Development Day in Term 2 screening the documentary *Most Likely to Succeed* with design thinking workshops to follow. Schools were involved in follow up to think critically about student engagement and authentic connections for learning.

This year the schools trialled classroom visits across the network schools with a number of teachers having opportunities to share and observe practice in other contexts.

Stage based Professional Learning HUBs in week 6 of Term 1, 2 and 3 were held around writing. The first session was a sharing session where teachers were asked to share a strategy or idea. During the next session the stage groups were asked to develop an assessment task for writing. Each teacher then completed the task with their class, and writing samples were then collaboratively moderated using the continuum at the final meeting in Term 3.

Senior students across five schools were involved in a joint learning journey using Project Based Learning as the approach to develop relationships and a sense of shared purpose – the project focus this year was on sustainability and culminated in an introduction of a waste free Wednesday to be held across every schools involved. Students were involved in pitching ideas to experts, reflecting on their own leadership and identifying the learning that had occurred as part of their involvement. The project resulted in a documentary film being made that was screened at the Dendy Newtown highlighting Project Based Learning and leadership skills development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Aggregated data across the six schools will be used as initial and evaluative data.	Student engagement increased by 20% – Tell Them From Me Survey	Self funded, teacher professional learning afternoons for staff to plan
All Professional Development Plans reflect network priorities.	100% PDPs across the network reflect a culture of professionalised collaboration	\$450 release Hub leader for planning, Hub meetings were held after school during TPL time at nil cost
Pre and post survey data from teachers, parents and students will be used to evaluate progress.	100% teachers in the Network indicated that discussing student work samples in line with the writing continuum was beneficial 100% teachers participating in cross school visits indicated the experience had enhanced their teaching practice	Nil cost as hub meetings held after school during TPL time Nil cost – staff utilised RFF time to participate in cross school visits

Next Steps

- Network goal of improving narrative writing data through an action research project involving professional learning, access to experts, consistent data collection, collaborative planning and an ongoing data collection process.
- Continue to develop leadership capacity in Stage 3 students across the Network through a shared project approach which focuses on authentic real-world problems. Schools will collaborate with local community leaders to inform practice.
- The ECT project will continue across the six schools and will be responsive to the self-identified needs of the ECT to ensure professional learning provided is personalised, relevant and valued.
- Opportunities for teachers to visit other schools in the Network will continue and provide favourable conditions to ensure collegial discussions around pedagogy. The process will be refined to ensure there is consistency in understanding of the purpose of the visit, which is to develop the self as a teacher.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<p>This funding was used to employ an SLSO to facilitate small group and one-to-one EAL/D support.</p> <p>Supported students showed progress on the EAL/D progression.</p>	\$3473
Low level adjustment for disability	<p>These funds were used to employ SLSOs for additional support in Kindergarten classrooms.</p> <p>In addition, funds were used to release class teachers to attend Individual Learning Plan (ILP) meetings and review meetings with parents and all stakeholders, enabling all parties to work towards goals outlined in ILPs.</p>	\$28,073
Quality Teaching, Successful Students (QTSS)	<p>The Quality Teaching, Successful Students staffing allocation was used to release executive for strategic planning reasons. Additionally funds were utilised to release executive off class in order to work with Early Career Teachers to support them in effective programming and teaching and learning. It allowed for team teaching, lesson observations and feedback to enhance pedagogy. All staff supported indicated an increase in confidence and in knowledge and skills of high quality teaching, learning and assessment practices.</p>	<p>QTSS staffing entitlement Semester 2 2016: 0.114 or equivalent to 11.4 days (\$5000 approximate value)</p>
Socio-economic background	<p>Supplementation was made available to families to support participation in school programs and excursions. The offer was not taken up by any families in 2016.</p>	<p>Nil</p> <p>Funding available: \$576</p>
L3	<p>These funds were used for professional learning within the L3 program for four teachers. This has improved the teaching of Literacy across Kindergarten and Year 1 and allowed for differentiated programs to be implemented successfully. Student data collected demonstrated progress made by all students.</p>	\$6,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	55	57	66	73
Girls	57	59	63	58

In 2016, student enrolments remained relatively steady from 2015 numbers, with a slight increase of 1.6% in student numbers. Student numbers allowed the school to maintain six classes.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	98.1	96.2	97.6	96
1	96.8	97.2	94.9	93.2
2	96.7	97	97.6	95.6
All Years	97.3	96.8	96.8	94.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
All Years	94.7	94.8	94	94

Management of non-attendance

The school has a comprehensive tracking system that regularly monitors and contacts parents in regards to unexplained absences. Parents are able to submit absences online, via the phone or email which ensures a streamlined process of notification. A large number of families at Australia Street Infants School undertake family travel both locally and internationally during school terms for professional and personal reasons.

In 2016 our school's attendance rates remain slightly above State average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	7.72
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on Aboriginal composition of their workforce. In 2016 there are no Aboriginal staff currently employed at Australia Street Infants School.

In 2016 the Assistant Principal position has been shared between two teaching staff members, both working full-time.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

In 2016 all staff participated in mandatory professional learning including child protection updates, anaphylaxis and CPR training. Staff also attended professional learning relating to strategic directions as outlined under each strategic direction. \$35,116.25 was invested in staff development.

One teacher began collecting evidence towards gaining accreditation in 2016. All other teachers are currently maintaining accreditation at Proficient level or are preparing for accreditation at Proficient level of the Australian Professional Standards for Teachers, due to their pre-2004 service status.. All teaching staff willingly take part in the Professional Development Plan process at Australia Street Infants School to drive their professional goals and learning.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The balance carried forward includes amounts allocated for payments that have not yet been paid out as well as money held over to complete large scale projects that cannot be covered by one year's funds. These amounts include:

\$123,668.10 preschool fees not yet deducted by the Department of Education

\$36,381.07 – casual salaries owing

\$100,000 – additional teacher in 2017 to minimise class sizes

\$70,000 – provision for asset replacement to upgrade preschool and school playground

Income	\$
Balance brought forward	288 998.65
Global funds	146 069.43
Tied funds	149 922.71
School & community sources	141 959.43
Interest	5 840.39
Trust receipts	124 828.10
Canteen	0.00
Total income	857 618.71
Expenditure	
Teaching & learning	
Key learning areas	25 039.18
Excursions	6 949.73
Extracurricular dissections	34 593.55
Library	2 477.67
Training & development	35 116.25
Tied funds	76 150.85
Short term relief	19 445.58
Administration & office	42 490.57
School-operated canteen	0.00
Utilities	24 825.65
Maintenance	13 770.87
Trust accounts	131 098.15
Capital programs	2 180.00
Total expenditure	414 138.05
Balance carried forward	443 480.66

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	509 188.34
(2a) Appropriation	443 480.66
(2b) Sale of Goods and Services	33 904.65
(2c) Grants and Contributions	31 421.90
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	381.13
Expenses	-113 495.66
Recurrent Expenses	-113 495.66
(3a) Employee Related	-68 478.79
(3b) Operating Expenses	-45 016.87
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	395 692.68
Balance Carried Forward	395 692.68

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 107 837.95
Base Per Capita	8 213.79
Base Location	0.00
Other Base	1 099 624.16
Equity Total	32 122.09
Equity Aboriginal	0.00
Equity Socio economic	576.29
Equity Language	3 472.62
Equity Disability	28 073.18
Targeted Total	34 260.00
Other Total	390 518.33
Grand Total	1 564 738.37

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Australia Street Infants School does not have Year 3 students and therefore does not participate in NAPLAN. However we are able to access the results of students who sat Year 3 NAPLAN in 2016 and had been enrolled at Australia Street Infants School at any time between preschool and Year 2.

In 2016 ex-students of Australia Street Infants School continue to achieve outstanding results in Year 3 NAPLAN Literacy, achieving above state average in all assessments.

2016 results showed 76% of students in the top two bands for reading, an increase from 2015 results (69%).

In 2016 ex students once again achieved well above State average in all areas of Numeracy on the Year 3 NAPLAN assessment. Results show 71% of students achieving in the top two bands for Numeracy, as compared with 39% in the State.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016 the school sought opinions from parents and teachers using the 'Tell Them from Me' online survey. The results are presented below:

Australia Street School parents feel welcome, and that they can easily speak with their child's class teachers. Parents indicated that their children feel safe at school, and that Australia Street School supports positive behaviour.

The teacher survey once again indicated the use of Technology as a driver for student learning is an area for improvement. This will continue to be a focus for 2017, with more professional development and investment in technology planned. All other drivers of student learning identified as factors in 'effective schools' are in line with other schools in the state.

Policy requirements

Aboriginal education

In 2016 one member of staff continued as AEC, attending meetings held by the local Aboriginal Education Group. She shared teaching strategies and resources with all staff.

Aboriginal Perspectives are included in all HSIE topics and an awareness of Aboriginal viewpoints is integrated into other KLAs as appropriate. This year, Kindergarten undertook a term long project to enhance their understanding of Aboriginal history and culture. This culminated in students beginning work on a Gadigal Garden project as part of her class project-based learning. Support via a grant obtained by the P&C enabled work to commence in the garden, as well as parent support and volunteers.

The student leaders open Assemblies and special events with an Acknowledgement of Country. Sorry Day is discussed with all Kindergarten to Year 2 students each May. NAIDOC week is also celebrated annually, with students participating in various events and lessons.

In 2016 there was one identified Aboriginal student in attendance at Australia St Infants School.

Multicultural and anti-racism education

Multicultural perspectives are integrated into all KLAs where appropriate. In 2016 project based learning was all underpinned by a multi-disciplinary approach incorporating reading, writing, numeracy and social studies elements. Students demonstrated tolerance and empathy for others and an understanding that difference and diversity should be valued.

Other school programs

Lennox House

Lennox House continued to run programs for children from birth to five years. These include a daily playgroup, twice weekly occasional care, as well as a music group and baby gym. The programs are designed to involve parents and their children learning together. All activities are prepared and delivered by fully qualified early childhood trained teachers who are supported by a teacher's aide. Lennox House attracts families from within and beyond the Newtown area and continues to be a highly utilised community service. There are currently 430 families registered for our twice a Term Newsletter. The timetable for Lennox House is available on the school website.

Preschool

Preschool continued to operate on a five-day rotating fortnight with 40 students in total in attendance. The preschool program draws on the Early Years Learning Framework and has been accredited at the Exceeding level in the National Assessment and Rating process. In 2016, with consultation with families, educators developed a new philosophy to guide the preschool program. This is displayed at the preschool and is available on the school website. We maintain a commitment to teacher quality and ongoing professional learning. In 2016 our Preschool Educators attended the Early Childhood Australia Conference. This 4 day conference provided knowledge and inspiration to the highly committed team.