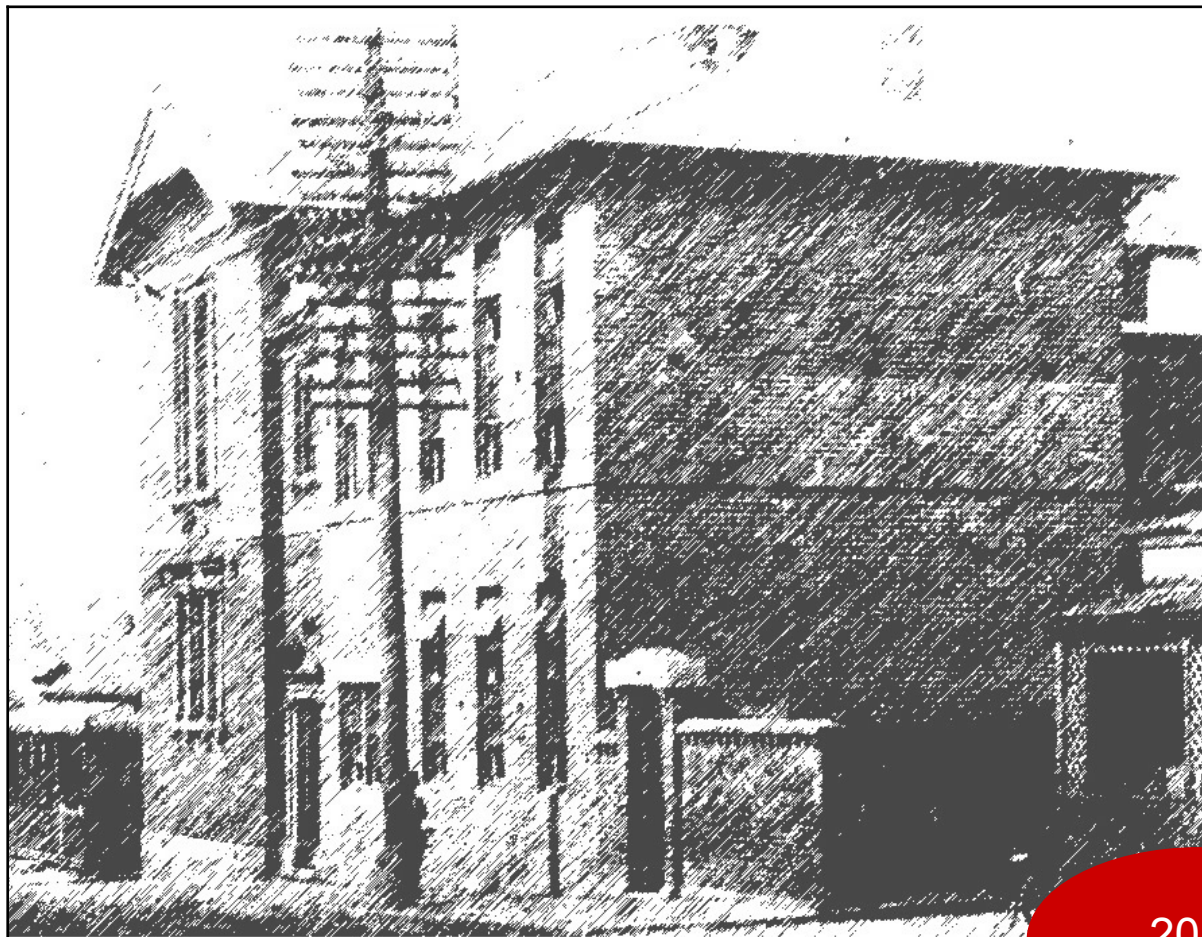


Australia Street Infants School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

Caroline Antoun

R/Principal

School contact details

Australia Street Infants School

Australia St

Newtown, 2042

www.australist-p.schools.nsw.edu.au

australist-p.School@det.nsw.edu.au

9557 5377

Message from the Principal

Australia Street Infants School is a specialist early learning centre catering for children in the 0 to 8 years range. 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.

To achieve these aims, Australia Street Infants School has a committed and enthusiastic team of outstanding teachers and support staff who deliver high quality teaching and learning programs through extensive experience and understanding of the specific issues relating to early childhood education.

In 2017 I was bestowed the privilege of leading Australia Street Infants School as the Relieving Principal as we saw the implementation of new and successful programs and initiatives, as well as a continued commitment to proven strategies.

Underpinning our success are strong and productive relationships with all community stakeholders including parents and caregivers, other local schools and local businesses and charities. Through these strong ties we are able to celebrate many successful programs and initiatives that are an outcome of shared responsibility, mutual trust and a commitment to the quality education of every child as the core philosophy of the school.

As we move forward into our new three-year school planning cycle, you can expect the same positive relationships between students, staff, parents and all other community stakeholders as we strive for excellence. Your children will continue to be inspired, nurtured and taught by an exceptional team of educators. To every member of staff I wish to express my gratitude for your care, innovation and dedication to the students of Australia Street Infants School in 2017.

I would also like to express my gratitude to the supportive parents and caregivers of Australia Street Infants School for ensuring that your children understand that you are invested in their education, and for welcoming me into the community.

Additionally, thanks must be extended to the P&C for their hard work, dedication, enthusiasm and support in helping to make Australia Street Infants School a truly wonderful place to be.

And finally I wish to thank the students of Australia Street for making coming to work such a joy each day. I look forward to continuing the stewardship of this remarkable school in 2018.

Caroline Antoun

Relieving Principal

Message from the school community

Message from the school community

The P&C has had another great year, thanks to our wonderful committee members and supportive school and parent community. This year we raised over \$35,000, which is a great achievement for a small school like ours.

The P&C donated the money we raised towards:

- rejuvenating the teacher's breakout space
- installing fans and blinds to cool the classrooms
- installing solar panels to reduce the school's electricity bills
- the overhaul of the preschool and big school playgrounds
- resources including library magazines and sensory materials for the classrooms, books, shelving and a printer for the library, and yard games for the playground.

None of this would have been possible without the help of our school community. I would like to thank:

- The members of the P&C, especially our vice presidents Ben Heraghty and Marcus Fowler, our trivia night organiser Adrian Wiggins and our incredible fundraising chief Elizabeth Kenyon. Extra big thank yous to our outgoing secretary Sarah Tasic, and treasurer Suzy Leslie, for their contribution over their time with the committee.
- Our relieving principal, Carol Antoun, and our teachers and support staff.
- Our outside school hours care coordinator, Vikki Butler.
- Everyone who helped with our fundraising, or came along to one of our events.

Tove Parker

Australia Street Infants School P&C 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 – Version 2. 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 *Learning* domain, we have been focusing on the elements of **Wellbeing, Curriculum** and **Assessment**. In Wellbeing, our staff have continued to implement the Positive Behaviour for Learning evidence-based program. A team was formed to lead this initiative across the school and met regularly to discuss the implementation of the program. Our Learning Support Team continues to coordinate, develop, implement and evaluate education programs and ensures that all student needs are catered for. We actively collected and used information to support students' successful transitions. We have demonstrated progress in the area of Curriculum, where high expectations for learning have been shared across students, staff and the community. Through the implementation of 'curriculum group' meetings, the school has been able to monitor and review its curriculum provision to meet the changing and differing requirements of students. The school will look to focus on Assessment and Data in the next school planning cycle.

In the *Teaching* domain, staff continue to work on the use of data to inform their teaching and differentiate for all students needs, and progress has been demonstrated. All teachers have either completed, or commenced the L3 training program, which supports teachers to actively incorporate data analysis in their planning of reading and writing. Teachers have been actively sharing learning with others in formal and informal forums. Staff have been supported to ensure assessment data drives progress and success through professional learning, cooperative planning and team teaching opportunities. In the area of Professional Standards, staff will begin to use professional standards to guide their goals for Professional Development Plans.

In the third domain, *Leading*, the Newtown Network of Schools has continued to collaboratively plan professional learning for both experienced and early career teachers. This process has provided 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 continued to support teachers with team teaching, classroom visits, observations and mentoring opportunities.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 teachers have sustained student engagement and maintained innovative and creative teaching practices through staff collaboration, implementation of successful Project based and Play-Based Learning units, professional learning around STEAM and Lego Robotics education as well as use of the Quality Teaching, Successful Students funds (QTSS) to support best practice.

Classroom teachers continued to implement Project-Based Learning and Play-Based units that engaged students in quality learning. All K-2 classes worked collaboratively to produce showcases and products to present to the school community. These units required students to be critical thinkers and problem solvers in order to achieve a desired outcome.

Professional Learning around STEAM and Robotics was undertaken by our teachers to support the teaching of Science and Technology and other integrated KLA's. Cross Stage STEAM rotations were set up in Term 3 to allow for students to experience innovative and creative lessons in the areas of Science, Technology, Engineering, Art and Maths.

QTSS staffing entitlement was used to create collaborative practices in the school to improve students outcomes and engagement. Teachers were able to jointly develop units of work and assessment tasks and work together to assess and analyse student data. Mentoring and coaching practices for Early Career Teachers were provided which saw constructive feedback given to individual teachers on lesson delivery, programming, assessment and classroom management. A program expectation guide and evaluation sheet were collaboratively created, and utilised for peer evaluations of programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To improve student engagement by 10% as measured by the Instructional Practice Index.	QTSS staffing allocation for teacher release, in order to facilitate collaborative planning and for observations (20 days – \$10000)	Student engagement continues to be high, with the implementation of collaborative planning days, which saw the staff able to create engaging, effective and consistent teaching units and lessons. This was determined by informal and formal peer and supervisor observations, as well as informal feedback from students. Students and parents gave positive feedback regarding motivation and engagement due to PBL showcases, and ability to work towards a large and meaningful goal, and demonstrate learning to the community.
100% of teachers programs reflect teaching and learning that is innovative and creative.	<p>QTSS staffing allocation for teacher release, in order to facilitate collaborative planning and for observations</p> <p>Professional Learning Funds to release staff for STEAM TPL, technology, PBL and mentoring and coaching opportunities</p>	<p>Collaborative planning enabled grade-based planning of innovative ways to structure literacy and numeracy lessons and groups, to differentiate. It also enabled staff to collaborate and plan exciting PBL units for each term, and to implement creative teaching practice in units.</p> <p>Curriculum meetings were implemented and held fortnightly, to ensure a more systematic approach to teaching, learning and assessment. Additionally programs were peer evaluated, utilising a</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers programs reflect teaching and learning that is innovative and creative.	\$6000	consistent proforma. The school commenced it's journey towards implementing STEAM units with fortnightly rotations of activities. Teachers indicated that having this time to trial the STEAM approach, utilising available technology was beneficial to adding to their expertise. Additionally students were exposed to the Design–Thinking Process

Next Steps

In moving towards the new School Plan and Strategic Directions for 2018–2020., we will continue our ongoing commitment to implementing STEAM and Technology to promote student engagement by adopting an approach to integrated learning which also aligns with the Project and Play–Based Learning methodologies. A STEAM room will be set up, with funds set aside for resourcing. Additionally, classes will be issued with Maker Boxes to help with the STEAM approach in class.

Quality programming, teaching and assessment will continue to be a focus, with plans to employ an additional Assistant Principal, who will support the school's approach to ensuring a more consistent and cohesive approach across the school.

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

To ensure high quality assessment is used to drive programs Quality Teaching, Successful Students staffing allocation (QTSS) has been used for planning days, all teachers have begun or completed L3 training and the Newtown Network worked together on a writing Action Research Project.

Through the use of the QTSS allocation, teachers have been able to plan and implement detailed assessment tasks to inform future planning. Teachers have developed rubrics and analysed data to allow for quality differentiation in literacy and numeracy. From the data gathered teachers were able to form differentiated maths groups to ensure students needing support and extension were catered for, utilising specialist teacher support.

Four teachers are now fully trained in the program Language, Learning and Literacy (L3) and two more teachers are in their first year of training. In Kindergarten this program has provided rich literacy experiences through systematic and explicit teaching and complemented the daily literacy program. In Stage 1, the program has built on students' literacy learning as a progression from (L3) in Kindergarten.

The writing Action research Project, which was implemented through the Newtown Network, was aimed at increasing the use of modelled writing in the classroom. Two teachers worked with the network to develop a unit that increased modelling of writing in the classroom. Teachers were asked to reflect on their programs and how much they included modelled writing. As a result of this project teachers increased quality modelling in the classroom.

Collaborative Planning Days and time to analyse data saw the creation of cross grade and stage reading and writing groups, utilising specialist teacher support, in order to differentiate and effectively cater to all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of programs reflect evidence based practice.	QTSS staffing allocation for teacher release, in order to facilitate collaborative planning and for observations (20 days – \$10000) Fortnightly after-school TPL sessions and Curriculum meetings	All programs have been put together utilising the Program Expectations proforma, which was jointly constructed. Additionally all programs have been peer assessed and discussed utilising the Peer Evaluation proforma. Feedback was given individually, and joint reflection discussions took place to improve teaching and learning by way of regular Curriculum meetings. The provision of Collaborative Planning days has ensured consistency across programs for each grade.
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.	Professional Learning Funds to release staff for Newtown Network Writing Action Plan meetings, mentoring and coaching opportunities \$5000	The implementation of the Writing Action Research project saw the introduction to a consistent writing assessment task, utilising the same rubric across the school to mark and moderate. This rubric was also used for one-on-one discussions with students, in order to reflect and set goals for the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		following term. As a result, there was a marked increase in the number of students who are able to recognise some components of high quality writing, and to articulate what their goals are, and how these can be achieved.
Increase the use of consistent teacher judgment to moderate assessment tasks by 25% each year.	QTSS staffing allocation for teacher release, in order to facilitate collaborative planning and for observations	<p>Teachers continued to map student learning on PLAN from K–2 on a term basis, and to utilise the school data wall to inform programming.</p> <p>Part of each Collaborative Planning Day was set aside to conduct analysis of literacy and numeracy assessment data, including PLAN, to utilise this data in planning to create flexible groupings across grade and stage, to incorporate specialist teacher help for this, and to report findings to executive, and to the other stage. Teachers were able to reflect on whole school patterns during Curriculum meetings.</p>

Next Steps

In moving towards the new School Plan and Strategic Directions for 2018–2020., we will continue our ongoing commitment to implementing a consistent approach to the collection and analysis of high quality assessment data, and to tying this analysis to the Teaching and Learning cycle for maximum impact. As well as PLAN, the school has purchased software which will enable a central location for assessment and reporting data to be held, allowing for ease of analysis. Training in PLAN 2 will be offered, and the uptake of use of this software will occur as soon as it is available.

The school will plan for the implementation of Visible Learning strategies, including the implementation of Learning Intentions, Success Criteria and Effective Feedback strategies, to maintain the ongoing commitment to empowering students in their learning.

Quality programming, teaching and assessment will continue to be a focus, with plans to employ an additional Assistant Principal, who will support the school's approach to ensuring a more consistent and cohesive approach across the school, with a particular focus on Mathematics for 2018.

Collaborative planning will continue to take place on a term by term basis.

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 ECT in the Network through workshops for 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 beyond the 2015 – 2017 planning cycle.

The focus for professional learning across the Newtown Network in 2017 was writing and as a result we engaged Elizabeth Rowe who assisted Stage 1 teachers at ASIS in developing an Action Research model of instruction in writing. The Newtown Network also conducted 'Twilight Sessions' and Professional Learning Hubs which focused on writing and grammar. The combined approach to professional learning, with the focus on writing was extremely well received by staff at all six schools.

The AP from ASIS planned specific Hub professional learning for preschool staff across the Network, improving connections amongst colleagues, as well as engagement of personnel and expertise of the Early Learning Years Framework and preschool accountability requirements.

The Network Classroom Visits initiative continued, with the development of protocols and consistent proformas for use. Teachers at ASIS indicated that they appreciated the opportunity to visit staff at other, larger schools, in order to observe other expertise. Likewise, they were able to share their expertise to staff from other schools, particularly in the areas of Project-Based Learning and L3. As a result staff at ASIS established permanent connections with many of the staff within the Network, sharing resources and ideas through the use of a dedicate Google drive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aggregated data across the six schools will be used as initial and evaluative data.	Professional Learning funds to release staff for the Writing Action Research project \$3000	Student engagement in terms of interest and motivation showed an increase in percentage across the Network. 100% teachers in the Network indicated that discussing student work samples in line with the writing continuum, and the ability to moderate across the Network was beneficial.
All Professional Development Plans reflect network priorities.	QTSS staffing allocation in order to release staff for observations and visits across the Network; Professional Learning Funds for release of staff to work on Network priority areas such as Writing Action Research project, Executive planning days, Hubs planning, planning for ECT meetings, etc \$5000 Hubs and Twilight sessions	All staff at ASIS addressed at least one network priority, and staff were supported in their endeavour to reach these goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Professional Development Plans reflect network priorities.	conducted after school – nil funds	All staff at ASIS addressed at least one network priority, and staff were supported in their endeavour to reach these goals.
Pre and post survey data from teachers, parents and students will be used to evaluate progress.	Nil cost for surveys Network meetings held after school – Nil cost	All staff at ASIS indicated that they were positively impacted by the Newtown Network collaboration, and wished to continue with all Network initiatives..

Next Steps

This section includes future directions for the 2018 – 2020 planning cycle and ensures the Newtown Network of Schools remains on track to provide high quality educational outcomes for our students.

Network had decided to once again collaborate for the next planning cycle, choosing to share a Strategic Direction once again.

The Network has decided upon the goal of improving numeracy across the schools involving professional learning, access to experts, consistent data collection, collaborative planning and ongoing data collection process. A consultant has already been engaged to run a shared Staff Development Day.

Shared professional learning, including preschool hubs and classroom visits to continue.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$642	This funding was used to support professional learning opportunities for staff in implementing the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority.
English language proficiency	\$7,424	This funding was used to employ a Learning and Support Teacher to facilitate small group and one-to-one EaL/D support. Supported students showed progress on the EaL/D progression.
Low level adjustment for disability	Staffing \$20, 315 Flexible \$9,920	These funds were used to employ Learning and Support Teachers for additional student support throughout the school. Two part-time LaS teachers were employed to facilitate small group and one-to-one support in the areas of reading, writing and numeracy. Children benefited from explicit and differentiated instruction. 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.
Quality Teaching, Successful Students (QTSS)	\$11,579	The Quality Teaching, Successful Students staffing allocation was used to release staff for cooperative planning and data analysis days each term. All staff indicated an increase in collaboration and understanding of moderating tasks to successfully plan for future student learning and differentiation. Teachers were also able to observe lessons across the Newtown Network, and across the school related to identified professional development goals.
Socio-economic background	\$1,087	Supplementation was made available to families to support participation in school programs and excursions. The offer has been taken up by one family and \$446 has been utilised.
Support for beginning teachers	\$13450	In line with the Beginning Teacher Plan, funds were utilised to support PDP personal and professional goals by: <ul style="list-style-type: none"> • reducing teaching loads for assessment and reporting, programming, acquiring evidence for accreditation, observing others, and additional RFF; • allowing time to work collaboratively with a mentor teacher to plan and implement significant school programs, and for feedback and professional dialogue; • facilitating access to professional learning. In 2017 one staff member was supported by Beginning Teacher funds, and feedback indicated positive outcomes as a result of this support.
L3	\$12000	These funds were used for professional learning within the L3 program for four teachers. Two staff members began their

L3	\$12000	<p>training, and two continued their second year of training. The funds were used to pay for course costs, and release of staff to attend workshops.</p> <p>As a result of staff being trained in L3, there has been an improvement in the teaching of Literacy across all grades, and the facilitation of differentiated programs to be implemented successfully.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	57	66	73	62
Girls	59	63	58	55

In 2017, Australia Street Infants School was organised into 6 class groups K–2, and we began the school year with a total of 123 students. All classes had on average 20 – 21 students. The classes were arranged into year groups, with two classes per grade.

In addition, Australia Street had two preschool classes, each class comprising 20 students, who each attend a five–day fortnight.

Interest in enrolment for 2018 in both preschool and Kindergarten was high, and wait lists were established to manage placement procedures and intake.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	97.6	96	95.6
1	97.2	94.9	93.2	94.3
2	97	97.6	95.6	95.5
All Years	96.8	96.8	94.9	95.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
All Years	94.9	94.1	94.1	94.1

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 via email, social media options such as SeeSaw, in person or by phone 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 2017 our school's attendance rates remained above State average.

Class sizes

Class	Total
K EXPLORERS	20
K CAMPERS	19
1 ASTRONAUTS	20
1 BACKPACKERS	20
YEAR 2 NOMADS	23
YEAR 2 PIONEERS	20

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	6.69
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
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 2017 there are no Aboriginal staff currently employed at Australia Street Infants School.

In 2017 the Principal of Australia Street continued her secondment at Tempe PS, and the relieving position was held by Ms Caroline Antoun. The relieving Assistant Principal position was held by Ms Colleen Taylor, who continued to relieve in the position from 2016 as a result of the substantive Assistant Principal relieving in a higher duties position elsewhere. Two staff members continued their maternity leave, with one working part-time. One of our permanent part-time staff retired during the year, allowing for the appointment of one permanent teacher, to begin in 2018..

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	0

Professional learning and teacher accreditation

In 2017 all staff participated in mandatory professional learning including child protection updates, anaphylaxis and CPR training, Code of Conduct updates, Fraud and Corruption training, and completion of the NDIS modules.. Staff also attended professional learning relating to strategic directions as outlined under each strategic direction.

Two teachers began collecting evidence towards gaining accreditation and one teacher completed the maintenance cycle in 2017. All other teachers were maintaining accreditation at Proficient level. Only one teacher was preparing for accreditation at Proficient level of the Australian Professional Standards for Teachers, due to 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 by meeting with supervisors to discuss goals and assess progress on a regular basis, observing others and having colleagues observe their professional practice, taking part in feedback sessions and reflecting on their own personal growth throughout the year.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	395,693
Revenue	1,897,075
Appropriation	1,554,399
Sale of Goods and Services	42,179
Grants and Contributions	294,356
Gain and Loss	0
Other Revenue	0
Investment Income	6,141
Expenses	-1,882,792
Recurrent Expenses	-1,882,792
Employee Related	-1,533,984
Operating Expenses	-348,808
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	14,283
Balance Carried Forward	409,975

In October 2016 the school moved to the SAP system of finance, and carried over a substantial amount into the start of the 2017 school year, which can be seen as the opening balance.

This summary financial information consists of school income and expenditure for the year ending 31st December 2017.

- Income includes sources such as Lennox House contributions, voluntary school contributions and donations, preschool fees, OSHC lease payments, interest and rental income from community use of school premises.
- Expenditure includes employee costs, including \$100,000 for an above-establishment classroom teacher, and school operating expenses.
- The balance carried forward includes amounts allocated for payments that have not yet been paid out, such as preschool fees which are paid to the Department of Education and staffing salaries owing.

The school was granted \$118,000 from the P&C, OSHC and community grants for the upgrade of the

school and preschool playground. The school contributed a further \$33,000 to submit \$150,000 to Assets, in order to go to tender for the project, and also costs involved in completing plans and have a Heritage Impact Report written. The school has carried over a balance, in order to ensure the the playground upgrade has a safety net of funds to secure it's completion.

The school was also granted \$16,500 from the P&C, and secured a grant from the Department of Education. This was paid out to the Assets department, and in December 2017 the school had 80 solar panels installed.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,018,895
Base Per Capita	21,510
Base Location	0
Other Base	997,385
Equity Total	39,389
Equity Aboriginal	642
Equity Socio economic	1,087
Equity Language	7,424
Equity Disability	30,235
Targeted Total	119,703
Other Total	369,803
Grand Total	1,547,790

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A 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.

Parent/caregiver, student, teacher satisfaction

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

In 2017 the school sought opinions from parents and teachers using the 'Tell Them from Me' online survey. There were a total of 54 parent responses received, which is an improvement in the number of responses received in 2016 of nearly 400%. 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 2018, 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 2017 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. She also organised local members to provide professional learning to staff. One of the AECG meetings was held on school grounds, with the Principal in attendance.

Aboriginal and Torres Strait Islander Perspectives are included in all History and Geography topics and an awareness of Indigenous viewpoints is integrated into all KLAs as appropriate. This year, teachers have also integrated aboriginal perspectives into Creative Arts and PDHPE, which was supported by professional development.

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 2017 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 2017 project based learning was 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.

Learning and activities were undertaken to celebrate and appreciate various events, including Harmony Day, Lunar New Year, Passover, Ramadan, Easter and Christmas, etc. In addition, in 2017, the Year 1 classes took part in a learning program which celebrated students' cultural heritage by inviting families in to speak of their experiences, teach of their history and culture, and incorporate learning through song, story, trying of different foods and dance.

Other school programs

Lennox House

Lennox House continued to run programs for children from birth to five years. These included 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. 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 which has continued into 2017. This is displayed at the preschool and is available on the school website. We maintain a commitment to teacher quality and ongoing professional learning.