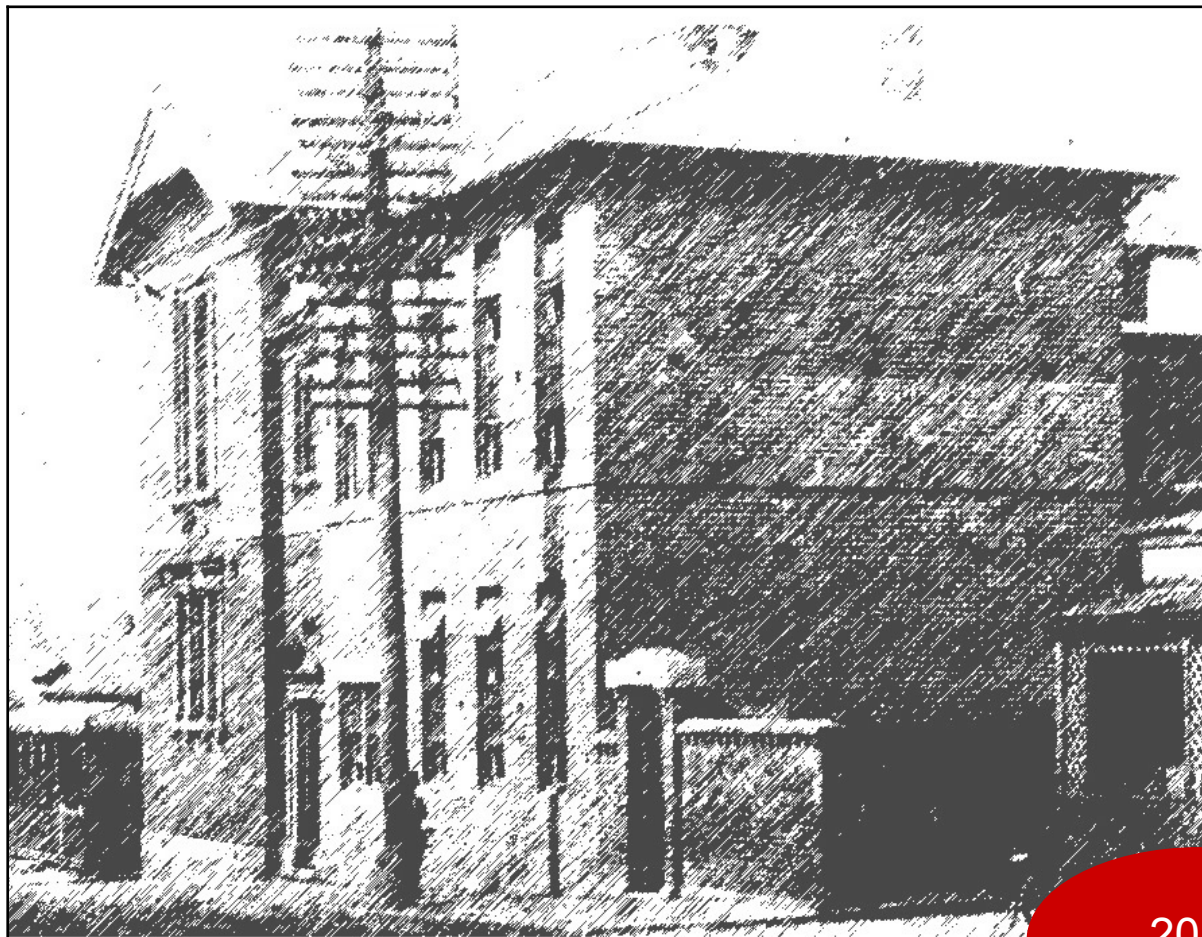


Australia Street Infants School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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

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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.

In 2018 Australia Street Infants School continued its commitment to the implementation of proven strategies, as well as new and successful programs and initiatives. In this first year of the new three-year school planning cycle, our staff are committed to the education of our students by inspiring and nurturing, and have continued to set high expectations and strive for excellence. Our enthusiastic team of outstanding teachers and support staff deliver high quality teaching and learning programs through extensive experience and understanding of the specific issues relating to early childhood education.

Underpinning our success are positive 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.

2018 has been another inspirational year at Australia Street Infants School, and the staff, students, parents and community should be congratulated on the year's achievements.

Caroline Antoun

Relieving Principal

Message from the school community

The ASIS P&C has had a fantastic year thanks to the hard work and dedication of our executive team members, the support of the teaching staff, the generosity of our local businesses and the supportive parent and carer community. In 2018 we raised over \$40,000, which is a great achievement, including a record-breaking trivia night!

We're so lucky to have such a strong and diverse community here at Australia street, which is what sets the school apart. People really care about the school, its direction, and each other. So, thank you to all the parents who contributed to the fundraising and community events this year: Welcome BBQs, Dance-a-thon, morning teas, Grandfriends' Day, Uniform shop, Mother's, Father's and Parents day gifts, End of Year Party, Tea Towels, School Play DVDs, and the list goes on.

The funds raised by the P&C were used for the following projects:

- New home readers readers
- New iPads and Chromebooks for student use in the library
- Charging Stations for the new technology in the library
- Rechargeable batteries for school robotics equipment
- Teacher's wish lists including sensory materials for the classrooms
- The purchase of equipment to support student play in the playground, including hundreds of dollars of new balls.

In addition we have set funds aside for the purchase and installation of new monkey bars and air conditioning for classrooms (as part of the Cool Classrooms government initiative).

In 2018 we (finally!) celebrated the opening of the new school playground. This was a multi-year, multi-generational P&C effort that was carried on by successive P&C committees, so it was great to finally see it come to life! Congratulations to all who have been involved over the years.

There were many dedicated people who contributed in 2018. I would particularly like to thank the following:

- Elizabeth Kenyon, our long-serving Fundraising Officer and this year elected as a Life Member of the Australia St P&C
- The Secretary Kendall Warren and the Treasurer Fiona Cox for keeping the P&C administrative matters going, attending meetings and providing communications to the parent group and broader community.
- Our trivia night organiser Mel McLoughlin, for a record-breaking trivia night.
- Our relieving principal, Carol Antoun, for her massive efforts in assisting the P&C, especially keeping the school playground on track, as well as our teachers and support staff, especially Ms Mandie.
- Our fantastic outside school hours care coordinator, Vikki Butler.
- Shane Thompson-Dibben who has repeatedly gone above and beyond to build the teacher's courtyard and replace the OHSC decking.
- All the parents and friends who helped with our fundraising or came along to one of our events.

Ben Heraghty

Australia Street Infants School P&C President

School background

School vision statement

Australia Street Infants School is committed to providing quality teaching in a nurturing, inclusive and engaging learning environment, which enables all students to become confident and creative individuals. We work collaboratively as a whole school community to prepare and motivate our students to be successful in an ever-changing world.

School context

Australia Street Infants School is a specialised inner city infants school established in 1889. The School provides critical family services within a focused integrated continuum of early learning for its 150 enrolments through Lennox House community centre (0–5 years), Preschool program (3–5 years) and K–2 Infants School (4–8 years).

Australia Street Infants School is known for its small, pastoral environment, providing quality, innovative teaching and learning programs in a safe, nurturing and stimulating environment. Our central purpose is to provide children with the necessary knowledge, understanding, skills, values and attitudes to ensure that they are successful learners and global citizens.

We believe that learning is enhanced in an environment where children and families feel they belong, and actively encourage collaboration throughout our learning community. We provide before school, after school and vacation care onsite, which provide a number of extracurricular and enrichment activities.

Our school works in partnership with local feeder schools to share expertise and professional learning, which in turn allows continuity of care and information for students transitioning to primary school in Year 3 and from local prior to school settings into Kindergarten.

We provide a number of extracurricular activities to enrich the lives of students, including drama and an annual school performance, and the opportunity to join strings or guitar lessons, Mandarin classes, or one of our lunchtime clubs, which include dance, community garden work, choir and sport.

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 *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, with a scope and sequence produced and ready for implementation in 2019. Additionally a wellbeing program was implemented across K-2, with data showing improved percentages in student self-confidence, resilience and responsibility. Our Learning Support Team continues to coordinate, develop, implement and evaluate education programs and ensures that all student needs are catered for. The inclusion of explicit teaching strategies in numeracy and literacy, as well as the use of quality teaching strategies such as Learning Intentions and Success Criteria has led to progress being demonstrated in Curriculum in the Differentiation field. The school will continue to focus on Assessment and Student Performance Measures in the next school planning cycle.

Under the *Teaching* domain, progress has been made in three of the elements, with staff participating in professional learning on explicit teaching methods and evidence-based teaching strategies. The employment of an AP Instructional Leader allowed for increase in staff collaboration, demonstrations, observations and professional dialogue, which led to greater consistency in teaching and learning across the school. Staff continue to work on the use of data to inform their teaching and the school will continue to expand on work on data analysis to include trends across the school. All teachers have either completed, or commenced the L3 training program, and 2018 saw the addition of an explicit Synthetic Phonics program, including systematic data collection to drive student achievement. Numeracy became the focus of the Newtown Network Professional Learning Community, with teachers given opportunities to share progress in new strategies being implemented, including Newman's Error Analysis in formal and informal forums. Staff have been supported through professional learning, cooperative planning, and opportunities to work with colleagues and mentors. In the area of Professional Standards, staff began to use the Professional Standards for Teachers to guide their goals for Professional Development Plans.

In the third domain, *Leading*, the new School Plan was put into action, and has been the driver of continuous improvement efforts. The employment of an Instructional Leader strengthened the instructional leadership of the school, and is facilitating whole school improvement. School resources have been strategically used to improve outcomes and service delivery, with the completion of the long-awaited playground upgrade providing a space of play, exploration and creativity for students. Administrative systems and processes have continued to be streamlined, and the majority of school community members have continued to indicate strong levels of satisfaction with the school.

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

Quality teaching and learning

Purpose

To ensure an engaging, differentiated and responsive learning environment underpinned by consistent, evidence-based quality teaching strategies and data to drive student learning.

Overall summary of progress

In 2018 the school has focused on collaborative planning and aligning staff PDP and school strategic goals to the professional learning plan in order to continue working towards our improvement measures. The emphasis for professional learning throughout the year was on:

- Literacy – Effective Reading Instruction in the Early Childhood, Synthetic Phonics, Comprehension and Gradual Release model in writing, L3 for final staff member;
- Numeracy – Number Talks, problem-solving utilising Newmans' Error Analysis, open ended assessment tasks;
- STEAM – unpacking the new Science and Technology syllabus, showcasing and using new technologies, and developing a scope and sequence and quality Project-Based Learning units of work while working with a curriculum expert from the University of Sydney STEM Academy;
- Formative Assessment, including Learning Intentions and Success Criteria and giving effective feedback;
- Literacy and Numeracy Progressions and using PLAN2.

The employment of an AP Instructional Leader facilitated a more consistent approach to quality, research-based teaching, learning and assessment, and greater ability to differentiate and engage students across the school. A rigorous classroom observation schedule, mentoring, peer teaching and supervision program was implemented. Teachers reported high levels of positive feedback and a desire to continue this strategy for improved practice.

All teachers are implementing Synthetic Phonics and collecting data on progress, utilising Learning Intentions and Success Criteria to inform and differentiate teaching and learning in literacy and numeracy lessons, and applying quality STEAM teaching strategies including designing and making through and integrated approach. Teachers also began the implementation of Morning Routines, with a term overview mapping weekly focus for grammar, punctuation, vocabulary and comprehension.

Teachers continued to track student progress using the Literacy and Numeracy Continuums and PLAN. Initial trials of Progressions and PLAN2 have commenced.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing percentages of students demonstrate growth per semester across Literacy progressions	Professional Learning funds for L3 training days and collaborative planning days and TPL – \$6000 QTSS and Literacy and Numeracy Initiative Staffing Allocation to employ PT AP IL Literacy and Numeracy Initiative funds to purchase Synthetic Phonics kits and resources, including decodable texts PL afternoons – nil cost	Effective strategies for the teaching of phonics has been the key focus for Literacy professional learning. These have been modelled by an instructional leader and teacher programs reflect improved phonics strategies. Initial results indicate an increase and growth in students' capability to transfer this understanding across their spelling, reading and writing. Data collection shows improvement in student outcomes in synthetic phonics, however use of Progressions and PLAN2 have been delayed, and staff continued to use the Continuums and PLAN to monitor student progress.
Increasing percentages of students demonstrate growth per semester across Numeracy	QTSS and Literacy and Numeracy Initiative Staffing Allocation to employ PT AP	Currently the school relies on SENA and PLAN data to track student progress in mathematics across the school, as well as individual class

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
progressions	<p>IL</p> <p>Literacy and Numeracy Initiative funds to purchase resources to support Mathematics teaching and learning</p> <p>Professional Learning funds to support staff attendance at Progressions, Best Start and PLAN2 training</p> <p>Shared Network PL on Numeracy utilising regional support – nil cost</p> <p>PL afternoons – nil cost</p>	<p>assessments for assessment and reporting purposes. Initial investigations of the Numeracy Progressions have begun by staff, as well as initial trials of using PLAN2 software to track student numeracy progression progress. Teachers indicate further exposure required prior to utilising Numeracy Progressions and PLAN2 software to track student achievement.</p>
Surveys, observations and programs show staff increasingly adopt consistent, evidenced-based, dynamic quality teaching strategies	<p>Professional Learning funds – STEM Academy Sydney – \$6000</p> <p>Professional Learning funds for collaborative planning – \$2000</p> <p>QTSS and Literacy and Numeracy Initiative Staffing Allocation to employ PT AP IL</p> <p>School and Community funds to purchase resources and for PL and planning days – \$5000</p> <p>Shared Network PL on Formative Assessment – nil cost</p> <p>PL afternoons – nil cost</p>	<p>In regards to STEAM approach through Project-Based Learning, teachers have begun to improve their content knowledge and evidence-based teacher practice through the implementation of a scope and sequence and specifically designed units of work.</p> <p>Survey results indicate teachers are using Learning Intentions and Success Criteria in most lessons to differentiate learning for students. Staff indicate that they find using learning intentions and success criteria very valuable in their lessons.</p>

Next Steps

- Commencing 2019 with consistent approach to teaching Literacy, including a stronger grasp of Synthetic Phonics implementation and approach to the Fab 5 in guided reading as teacher confidence has improved with practice;
- Continued data collection on the effects of phonics implementation, including changes in spelling and writing;
- Continued focus on consistent approach to writing and reading, including the continued use of literacy term overview to map weekly focus;
- Further investigation of whole school numeracy assessment required, including possible implementation of PAT tests;
- Continued work on creation of STEAM/MAKER SPACE area in library including investigation of flexible furniture;
- Ensuring staff backward map when planning Project-Based Learning units integrating STEAM subjects to ensure end of unit showcase /final product is maintained;
- Continued mapping of use of Learning Intentions and Success Criteria including use in programs and observations of these in the classroom;
- More PL on Effective Feedback;
- More PL on Progressions and PLAN2 with initial use of areas such as phonics, writing and numeracy implemented Semester 1.

Strategic Direction 2

Wellbeing

Purpose

To create a planned, strategic and inclusive approach to whole school wellbeing which motivates and supports students to become confident, creative and successful individuals.

Overall summary of progress

In 2018 the school continued to implement Positive Behaviour for Learning (PB4L), with two staff members attending PB4L Reload training to continue this process. Fortnightly PB4L meetings were actioned in order that staff input be taken into account in determining needs and direction, and to facilitate staff ownership and consistency of approach to student wellbeing procedures. The PB4L Regional Team attended several meetings to aid the evaluation of progress.

Sentral use continued, with staff increasingly using the Wellbeing modules to record positive, neutral and negative incidents, helping in maintaining records and data. Student support plans were also uploaded onto the system, ensuring a comprehensive and cohesive record of student needs and adjustments.

Department and school guidelines, policies and procedures relating to wellbeing, discipline and anti-bullying, were reviewed, and a new comprehensive school discipline and wellbeing document has been written to ensure that an effective and consistent approach to reinforce student achievement, promote positive student behaviours and manage inappropriate behaviours is in place.

The playground upgrade was completed, including large and visible PB4L pencils, which aims to give students positive opportunities to engage in the playground.

Additional SLSOs were employed utilising School and Community funds to ensure there was always additional support available throughout the school to assist with student social and emotional regulation, academic support, wellbeing and safety, helping to ensure that students have every opportunity to connect and succeed.

Inquiries into becoming a KidsMatter school were made as a way to implement a whole school approach to wellbeing. As KidsMatter was in the process of changing management, other wellbeing approaches were investigated, with the school implementing a semester-long 'Feel Brave' wellbeing programme involving pre and post data collection, as well as a daily dose of short wellbeing lessons each day. Resources were purchased to support the implementation, with data showing positive results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school increasingly adopts an effective and consistent approach to reinforce student achievement, promote positive student behaviours and manage inappropriate behaviours in line with Department of Education policies and guidelines	Professional Learning funds \$1200 School and Community funds \$6500 Casual days for executive planning – \$1200	A scope and sequence for Positive Behaviour for Learning has been developed ready for implementation in 2019. The playground upgrade has been completed and is currently being evaluated for consistent safety expectations. The discipline and wellbeing procedures are being finalised ready for feedback and implementation.
The school adopts wellbeing practices which increasingly strengthen the cognitive, physical, social and emotional development of students	Resources – Be Brave books \$300	Wellbeing survey data indicated students showed an increase in wellbeing overall throughout the school following the implementation of the 'Feel Brave' program. Students showed overall increases in post-program surveys in self-confidence, resilience and responsibility. Final data collected is as follows: self confidence: 95% (up 3%)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school adopts wellbeing practices which increasingly strengthen the cognitive, physical, social and emotional development of students		resilience: 86% (up 3%) response-ability: 85% (up 8%) .

Next Steps

- Positive Behaviour for Learning Scope and Sequence and explicit lessons to be implemented consistently throughout the school;
- Draft Discipline and Wellbeing procedures to be disseminated to staff, parents and caregivers for feedback, amended and then implemented accordingly;
- Playground safety continued to be monitored, with playground expectations to be decided upon, and clearly and consistently applied;
- Additional SLSOs to assist in supporting students to continue;
- Positive Behaviour for Learning implementation to continue;
- School to form committee consisting of staff, parents and caregivers to decide on consistent whole school approach to student wellbeing, including implementation of 'Be You' (formerly KidsMatter) modules;
- School to continue to strive to become Be You recognised school.



Strategic Direction 3

Collaboration

Purpose

To enrich student learning through authentic communication and collaboration between Newtown Network schools and the wider community.

Overall summary of progress

In 2018 our work with the Newtown Network of Schools saw professional learning implemented for all teaching staff across 6 schools. The learning incorporated a focus on Numeracy and specifically problem solving and working mathematically, and identified targets for all schools in the network. This learning was supported by DoE Curriculum Advisors and involved a full School Development Day, 3 after school HUB sessions and ongoing connections for teachers across schools.

Early Career Teachers (first 5 years of teaching) were supported through 5 after school sessions targeting their self-identified needs including time management, behaviour and wellbeing and positive psychology focusing on their own wellbeing. Each session focused on initiatives to develop Early Career Teacher's character strengths, growth mindset, resilience, grit and personal and professional wellbeing. The sessions also involved teaching takeaways, strategies for promoting positive education in the classroom.

Opportunities were given for staff to demonstrate expertise and confidence in teaching to staff from across the Network schools through the Schools Visit project allowing for growth in professional development, in line with staff goals, and facilitating the building of collegial relationships and professional discourse.

As a result of leading these projects, Assistant Principals across the Network grew in their capacity for leading PL across schools.

Principals continued to meet on a regular basis to ensure projects remained on track, allowing for the continued growth of school, professional and personal relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff surveys and feedback show across school collaborations resulting in increased self efficacy, knowledge development and sharing of expertise	Collaborative spaces (nil cost) TPL times in afternoon (nil cost) Literacy and Numeracy Initiative funding – casual days for collaborative planning and evaluation \$1000	ECTN <ul style="list-style-type: none">• 34 teachers in the NN took part in Early Career Teacher Network;• 100% of participants indicated that their knowledge had increased as a result;• 95% able to identify aspects of their own wellbeing that affected their day-to-day work;• 85% indicated they consciously use the strategies developed to build on their wellbeing;• 100% indicated participation in sessions was very beneficial. HUBS & PL <ul style="list-style-type: none">• All teaching staff across 6 Network schools participated in professional learning on numeracy;• Collated teacher surveys for each Hub indicate Talk Moves were new for many staff;• Staff indicated they would like more PL on rich tasks, differentiation, Newmans and open-ended problem solving as assessment. School Visits <ul style="list-style-type: none">• Survey of staff across the schools indicates that many of them see the School Visits project as valuable in its facilitation of building relationships, sharing ideas and promotion of teaching as a collaborative, visible and evolving process;• Despite this, survey indicated that many staff did

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff surveys and feedback show across school collaborations resulting in increased self efficacy, knowledge development and sharing of expertise		not take up option of school visits due to time of year being offered, and not being allocated time to facilitate mutually convenient times to attend.

Next Steps

ECTN

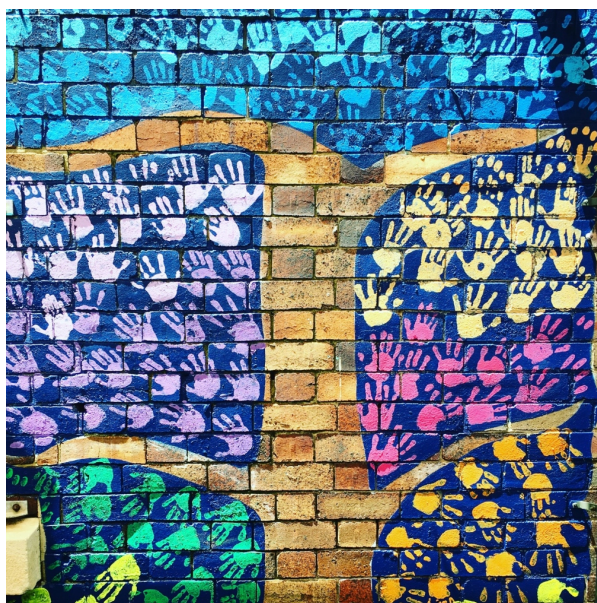
- Utilising Beginning Teacher funds to provide time off class for beginning teachers by way of conferences throughout the day, rather than afternoon TPL sessions, in order to remove time pressure of having to attend another thing after school.

HUBS and PL

- Continue working with executive leadership team and DoE curriculum advisors in identified areas of need for numeracy, including further PL on Talk Moves, rich tasks, differentiation, Newmans and open-ended problem solving as assessment. In addition, further PL is required in the use of the progressions and mapping results on PLAN2 in numeracy.

School Visits

- Evaluation and discussion to identify how better to support the project if wanting to continue in future. May need to take into account funding of time for staff to attend one another's schools, and also to plan visits for earlier in the year.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$660.00) 	<p>Personalised Learning Plans were written for students, and consultation with parents occurred regularly to ensure that students were working towards outlined goals.</p> <p>Staff member of AECG continued to share resources and information from meetings with staff.</p> <p>Gadigal Garden officially opened, with members of community invited to take part, as well as students from the Gadigal Garden Club, who worked to maintain the garden.</p> <p>Funding was used to support professional learning opportunities for staff in implementing the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority.</p> <p>All staff attended a professional learning at the Art Gallery of NSW on Aboriginal Art. Staff indicated enjoyment of the session, improved insight into Aboriginal art, and how to incorporate aspects into class practice.</p>
English language proficiency	<ul style="list-style-type: none"> • English language proficiency (\$7 983.00) 	<p>Funding was used to employ School Learning and Support Officers to assist with small group and one-on-one EAL/D support within the classrooms.</p> <p>Supported students showed progress on the EAL/D Progressions.</p> <p>Staff indicate that they would like to continue to utilise funds to support students in the same manner in future.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$31 234.00) • Low level adjustment for disability (\$10 182.00) 	<p>These funds were used to employ a Learning and Support Teacher (as per staffing entitlement) two half-days per week. The staffing entitlement also contributed to the employment of a part-time AP K-2. The AP and L&S teacher provided additional support for identified students across K-2 in Literacy and Numeracy. Children benefited from explicit and differentiated instruction. The AP also provided support in behaviour management and wellbeing processes across the school and assisted with student self-regulation.</p> <p>Flexible funds were used to release staff in order to write support plans and meet with parents, caregivers and other stakeholders, enabling all parties to work towards goals outlined in plans. Additionally flexible funds were used to employ School Learning Support Officers to support identified students in class and in the playground. Supported students showed progress against goals, including academic, emotional, social and behavioural. All staff indicated that they would like to the current format of support in 2019.</p>

Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$25 195.00) 	<p>The QTSS staffing allocation was used to employ a PT AP Instructional Leader K–2 based on staff feedback. By working closely and collaboratively with staff across stages and the school, the AP led professional learning in literacy, numeracy, visible learning strategies, feedback, and STEAM in line with the school's priorities. Demonstration lessons were given in each class, but were also encouraged of each teacher so that they too were able to demonstrate expertise. By planning collaboratively with staff, leading professional discourse, soliciting evaluations and feedback and encouraging sharing of practice, students have benefited from enhanced, evidence-based professional practice and a more consistent approach to teaching and learning across the school, and teachers indicate a high level of support.</p>
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$1 003.00) 	<p>Supplementation was made available to families to support participation in school programs and excursions. In 2018 the offer was taken up by one family to assist with costs of incursions and excursions, as well as uniform costs, and \$200 was utilised. The balance of funds has been retained for future use, with the possibility of utilising excess funds to employ additional SLSOs to assist in the classroom if required in the future.</p>
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$13 786.00) 	<p>In line with the Beginning Teacher Plan, funds were utilised to support PDP personal and professional goals by:</p> <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 and the AP IL to plan and implement significant school programs, and for feedback and professional dialogue; • facilitating access to professional learning. <p>In 2018 one staff member was supported by Beginning Teacher funds, and feedback indicated positive outcomes as a result of this support. The staff member will be reemployed at the school in 2019, and will commence formal accreditation procedures utilising Beginning Teacher funds to allow for the collection and preparation of evidence.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	66	73	62	61
Girls	63	58	55	50

In 2018, Australia Street Infants School was organised into 5 class groups K–2, and we began the school year with a total of 112 students K–2. Small class sizes were able to be maintained. The classes were arranged into stage groups, with two classes in Early Stage 1 (Kindergarten), and three classes in Stage 1 (Years 1 and 2).

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

Interest in enrolment for 2019 in both preschool and Kindergarten was high, and wait lists were established to manage placement procedures and intake, as per our school's enrolment procedures..

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.6	96	95.6	95.2
1	94.9	93.2	94.3	95.1
2	97.6	95.6	95.5	94.9
All Years	96.8	94.9	95.1	95.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
All Years	94.1	94.1	94.1	93.6

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 2018 our school's attendance rates remained above State average.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.82
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	3.96

*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on Aboriginal composition of their workforce. In 2018 there are no Aboriginal staff currently employed at Australia Street Infants School.

In 2018 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. Colleen maintained supervision of our Preschool and Lennox House. Additionally the school was able to utilise staffing entitlements and school and community funds to employ a part-time Assistant Principal K-2. Maysa Derbas joined the team in Term 2, and supports staff and students across the school in her role as Instructional Leader.

A new permanent member of staff took up her position as classroom teacher, and a Beginning Teacher was employed.

All staff will remain in 2019 in their 2018 positions to ensure consistency and consolidation purposes.

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 2018 all staff participated in mandatory professional learning including child protection updates, anaphylaxis and CPR training, Code of Conduct updates and Fraud and Corruption training. Staff also attended professional learning relating to strategic directions as outlined under each strategic direction.

Two Beginning Teachers began at the school, with one full-time being supported by Beginning Teacher Funds. Both staff began to collect evidence towards gaining accreditation as a Proficient Teacher. Both teachers will remain at Australia Street Infants School in 2019, where they will be assisted by the AP Instructional Leader to complete accreditation requirements for Proficiency. All other teachers were maintaining accreditation at Proficient level.

All teaching staff willingly took 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. Staff were supported to attend external professional development if in line with personal and school priorities, and with a view to sharing practice with others. Executive attended Network meetings and professional learning and planning days to support implementation of new initiatives, processes and updated policies.

Professional learning was also undertaken in the creative arts (music, art and choir) to support a varied and inclusive curriculum throughout the school with one Twilight session and one afternoon professional learning session being conducted by a music teacher from Musica Viva and focusing on the inclusion of music teaching strategies in the classroom, and one Twilight session being held at the Art Gallery of NSW focusing on Aboriginal Art.

Staff in the Preschool and Lennox House were supported in their professional development, attending network workshops and conferences to ensure approaches to teaching and learning, programming and wellbeing implemented were based on best practice.

Admin staff were also supported to attend professional development in line with professional and personal goals, including conferences, one-to-one support and workshops supporting implementation of new financial systems, such as eFPT, HR Payroll and financial planning.

Executive staff from all schools across the Newtown Network participated in a coaching program throughout 2018. The program saw Dan Haesler of Cut Through Coaching lead ongoing training for principals and middle leaders in the use of coaching protocols to enhance capacity for leveraging team and individual improvement.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	409,975
Revenue	1,709,629
Appropriation	1,579,495
Sale of Goods and Services	-23,380
Grants and Contributions	146,751
Gain and Loss	0
Other Revenue	0
Investment Income	6,764
Expenses	-1,625,380
Recurrent Expenses	-1,625,380
Employee Related	-1,401,917
Operating Expenses	-223,463
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	84,249
Balance Carried Forward	494,224

- The school's financial management is through a finance committee of executive staff and school administrative staff.
- The school continues to hold a healthy balance in School and Community Funds, which was carried over from the 2016 move to the SAP system of finance.
- 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 \$20000 for an above-establishment part-time Assistant Principal 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.
- Some of the school's balance carried forward of School and Community Funds will be used to employ an additional classroom teacher, due to a

reduction in staffing entitlements, as well as support fund the additional AP K-2. Further, there funds will be utilised to continue the upgrade of playground features such as monkey bars and complete a new fit-out of the library.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,053,441
Base Per Capita	24,558
Base Location	0
Other Base	1,028,883
Equity Total	51,061
Equity Aboriginal	660
Equity Socio economic	1,003
Equity Language	7,983
Equity Disability	41,416
Targeted Total	15,221
Other Total	426,049
Grand Total	1,545,772

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

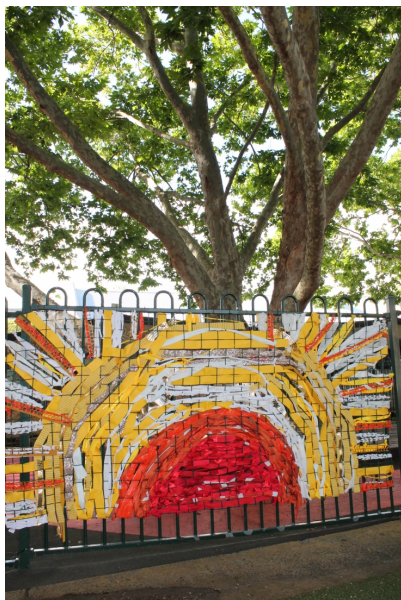
Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2018 the school sought opinions from parents and teachers using various informal and formal surveys, including online platforms such as Survey Monkey. Preschool parents were also surveyed.

The results are presented below:

100% of parent responses indicated that they feel welcome when they visit the school and preschool, and over 90% of parents indicated that they can easily speak with their child's class teachers. 97% of parents indicated that they are well informed about school activities, and 94% of parents indicated that their children are clear about the expectations for school behaviour. A vast majority of parents indicated that they were likely to recommend the school to others.

The teacher surveys indicated that they found professional learning on Learning Intentions and Success Criteria extremely valuable, and they had effectively implemented these into classroom practice in order to aide differentiation. Teachers indicated that they found Synthetic Phonics PL effective, but would like further professional learning opportunities and support in order to effectively implement the program in the classroom setting.



Policy requirements

Aboriginal education

In 2018 one member of staff continued as AEC representative, attending meetings held by the local Aboriginal Education Group. She shared teaching strategies and resources with all staff.

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. Teachers also continue to integrate aboriginal perspectives into Creative Arts and PDHPE, which has been supported by professional development.

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

Our Gadigal Garden Opening Ceremony was held in November of 2018, with an official Welcome to Country conducted by Aunty Ann Weldon and a tour of our garden conducted for all visitors by our students involved in Gadigal Garden club.

In 2018 there were two identified Aboriginal students in attendance at Australia St Infants School.

Multicultural and anti-racism education

Multicultural perspectives are integrated into all KLAs where appropriate. In 2018 project based learning was underpinned by a multi-disciplinary approach incorporating reading, writing, numeracy, Science, Technology, Engineering, the Arts 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. Students' cultural heritage was celebrated and families of students were invited in to speak of their experiences, teach of their history and culture, and incorporate learning through song, story, trying of different foods and dance in each of the classes.

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 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, in 2018, underwent Assessment and Rating, and once again was 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 2018. This is displayed at the preschool and is available on the school website. We maintain a commitment to teacher quality and ongoing professional learning.