Our school at a glance

Students

The students of Arncliffe West Infants School are a group of happy young people with diverse interests, talents and learning needs. They are eager to learn and enjoy coming to school.

Staff

The staff at Arncliffe West Infants School bring a dynamic blend of experience and youthful enthusiasm to the daily challenge of meeting the learning needs of students. Their genuine commitment to the school and students is commendable.

We have an allocation of 5 teaching staff, comprising of a teaching principal, 1 preschool teacher, 3 classroom teachers, 3-day Community Language (Arabic) teacher, a full-time ESL teacher, as well as various fractional allocations for Library, Reading Recovery, Learning Support, and RFF. All teaching staff meet the professional requirements for teaching in NSW public schools.

The school’s teaching staff is strongly supported by our committed, non-teaching staff, comprising of our School Administration Manager, a part-time School Administration Officer, a part-time general assistant and cleaner.

Significant programs and initiatives

In 2013, the school provided a diverse range of academic, social, creative and sporting activities for our students. Students have the opportunity to engage, experience success and pursue those for which they have talent, enthusiasm and commitment.

Student achievement in 2013

The students attending Arncliffe West Infants School strive to achieve their personal best. Significant gains in Literacy and Numeracy were made in 2013, as well as skills, knowledge and understandings across the Key Learning Areas. NAPLAN results, from our Year Two Class of 2012, have been included in the Report.

Principals’ Message

It is my pleasure to present the 2013 Annual School Report for Arncliffe West Infants School. This report celebrates our successes throughout the school year, as well as identifies school priorities and future directions.

Arncliffe West Infants School provides education from Preschool to Year Two, specialising in early childhood education. Our school’s motto is “Grow in Friendship”, which encapsulates the school’s ethos of valuing and promoting a sense of belonging, self-worth, respect, co-operation, responsibility and honesty.

The school provides a warm, secure environment that nurtures the development of the whole child; catering at all times for the social, emotional, physical and intellectual development of each individual student. This education reflects a commitment to 21st century learning through literacy, numeracy, technology and the arts.

Our Preschool offers a 5-day fortnight, ‘prior-to-school’ program, catering for two groups, of 20 children. Throughout the school year the Preschoolers are given many opportunities to transition into the ‘big’ school, by attending weekly assemblies, library, sports, music lessons, regular visits to the kindergarten classroom and involvement in special events and occasions.

The excellence of education at Arncliffe West Infants School is a reflection of the outstanding work of staff, parents and students, all sharing a common vision.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Tracey Carney ~ Relieving Principal
P & C message

In 2013 our enthusiastic and committed P & C achieved the following:

- Fundraising - Mothers’ Day and Fathers’ Day stalls, Raffles (Easter, Mothers’ Day, Fathers’ Day, Christmas), Cake Stall.
- BBQs – Harmony Day, Eid Celebration
- Book covering – for the large selection of library books and guided reading books for classroom use.
- Purchased student seating for the infants school and a contribution towards the new Preschool garden and parent seat.
- Purchase of a class set of iPads and headphones to support and facilitate student learning

The P & C has continued to play an integral role in the life of this community over the past year.

I would like to commend all those involved in our fundraisers, on their tireless dedication to the welfare of our students.

Vanda Quinn ~ P&C President
**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. The school had a total teaching allocation of 7.84. Most were experienced teachers, having taught for a minimum of 5 years. One teacher was a new-scheme teacher, teaching full-time for the first time.

The staff comprised of four full-time class teachers. Another full-time position incorporated the Teacher Librarian, Part Time Teacher and RFF (Release from Face to Face). The SLSC (School Learning Support Coordinator) half day was combined with the STLA (Support Teacher Learning Assistance) half day allocation to make a viable one day per week position, until Semester 2, where the allocation (and additional funding) was changed, to 3 day/week ‘Learning and Support’ position.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal (Teaching)</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers (K-2)</td>
<td>2.0</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>Preschool Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>ESL Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.606</td>
</tr>
<tr>
<td><strong>TOTAL (Teaching &amp; Non-Teaching)</strong></td>
<td><strong>10.102</strong></td>
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</tbody>
</table>

In 2013, there was no one of Indigenous background working at the school.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>34</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>120,408.04</td>
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<tr>
<td>Global funds</td>
<td>83,079.80</td>
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<tr>
<td>Tied funds</td>
<td>62,082.15</td>
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<tr>
<td>School &amp; community sources</td>
<td>37,440.44</td>
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<tr>
<td>Interest</td>
<td>4,018.29</td>
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<tr>
<td>Trust receipts</td>
<td>55,108.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>362,137.22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward**

| 110,172.31 |

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the School P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2013
Arncliffe West Infants School is committed to offering the students many opportunities to participate in creative arts, sport, leadership and academic areas. In 2013, there was an impressive array of achievements by Arncliffe West Infants School students, across a range of educational activities.

Achievements

Arts
Students are often given opportunities to be creative and innovative thinkers. They were able to participate, experiment and achieve success in drama, dance, music and visual arts.

During Education Week, all students K-2 performed at Rockdale Plaza.

Our annual visit to Arncliffe Library during Book Week saw our children entertained with stories and drama and the opportunity to view our artwork prize winners.

Sport Fitness
Regular fitness sessions are provided for our students, in order to develop a healthy lifestyle. Our school fitness program includes activities such as relays, aerobics, gymnastics, dance, stretching, skipping, running and games.

Sport
Fundamental movement skills are provided for our students by our school sport program. In term 1, Sport in Schools Australia delivered an exciting, fun-filled weekly skills development program. We also participated in the Footsteps Program where students learn fitness movements to music. Much fun was had by both children and staff.

PS Athletics Carnival
In Term 3 we had our annual combined PS Athletics Carnival, at Yeo Park Infants School, which was attended by the five Infants Schools which make up the PS Community of Schools.

This year we welcomed many parent spectators. It was a fun day, with healthy fruit and vegetable snacks to be had, as part of our Livelifewell@school program.

Swimming
Year Two students participated in the Intensive Swimming Program in term 4. The 2-week comprehensive program includes externally trained and certified teachers assessing and evaluating each student’s capabilities and catering for the range of abilities, from novice to the more capable athlete.
Parent and Community events

This year we hosted a number of shared lunches and celebrations with our parents and friends.

Book Week Play and Parade

Harmony Day and Eid Celebration

A Taste Of Kindy

Transition to Year 3

In preparation for Year 3 our children attend their local public schools for a transition program. Many of our children attend Athelstane Public school and so, had the opportunity to spend three mornings working with teachers and future friends while learning in the classroom and on the playground. The children returned very excited about their prospective schools in 2014!

Student Leadership

Year Two have opportunities to show leadership by running weekly assemblies, as well as hosting special occasions throughout the year, such as the ANZAC Day Ceremony, Harmony Day and End of Year Presentation.
Academic Results

Our academic results need to be viewed through the prism of our high proportion of first phase ESL students. In 2013 there were 5 of 28 in Kindergarten with no English language at all. This language barrier skews both our literacy and numeracy results. As students acquire language this effect is diminished over Years 1 and 2.

Student performance and progress is assessed and evaluated, using a variety of techniques, on a regular basis. Results are published in student reports each semester.

Literacy

Kindergarten Reading Levels

No of Kindergarten students

```
No of Kindergarten students

```

```
Level 1 Level 2 Level 3 Level 5 Level 6 Level 7 Level 15 Level 22 Level 24
```

```
K ~ 50% of Kindergarten students achieved a Reading Recovery level of 7, or above, by the end of 2013.
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```
56% of Kindergarten students achieved the required outcomes in English (Sound or above), by the end of 2013.
```

Year 1 Reading Levels

```
Year 1 ~ 99% of Year One students achieved a Reading Recovery level of 16, or above, by the end of 2013.
```

```
98% of Year One students achieved the required outcomes in English (Sound or above), by the end of 2013.
```

Year Two Reading Levels

```
No of Year 2 students

```

```
level 12 level 18 level 20 level 22 level 26 level 29 Ext
```

```
Year Two ~ 74% of Year Two students achieved a Reading Recovery level of 26, or above, by the end of 2013.
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```
96% of Year Two students achieved the required outcomes in English (Sound or above), by the end of 2013.
```

Numeracy

SENA Levels

CMIT SENA Levels ~ Nov 2013

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Kindergarten ~ 92% of Kindergarten students achieved a SENA level of Perceptual, or above, by the end of 2012.
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Year One ~ 80% of Year One students achieved a SENA level of Figurative, or above, by the end of 2013.
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```
Year Two ~ 60% of Year Two students achieved a SENA level of Counting On and Back, or above, by the end of 2013.
```

```
Kindergarten – 92% of Kindergarten students achieved a SENA level of Perceptual, or above, by the end of 2012.
```

```
Year One – 80% of Year One students achieved a SENA level of Figurative, or above, by the end of 2013.
```

```
Year Two – 60% of Year Two students achieved a SENA level of Counting On and Back, or above, by the end of 2013.
```

```
```
Kindergarten Mathematic Outcomes

99% of Kindergarten students achieved the required outcomes in Mathematics (Sound or above), by the end of 2013.

Year 1 Mathematic Outcomes

97% of Year One students achieved the required outcomes in Mathematics (Sound or above), by the end of 2013.

Year 2 Mathematic Outcomes

99% of Year Two students achieved the required outcomes in Mathematics (Sound or above), by the end of 2013.

NAPLAN Results

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Even though Arncliffe West Infants School does not have Year 3 students and therefore does not participate in NAPLAN, we are able to access the results of the Year Two students who attended Arncliffe West Infants School in 2012. The following results reflect their achievements in 2013.

Reading – NAPLAN Year 3

17% of Year Three students, from AWIS in Year Two, achieved in the highest 2 bands (5 and 6 for Year Three), in Reading. In boys this is a 19% improvement in reading from the 2012 data. In girls there are 12 scale scores above the state average in spelling.

Numeracy – NAPLAN Year 3

26% of Year Three students, from AWIS in Year Two, achieved in the highest 2 bands (5 and 6 for Year Three), in Numeracy.
Significant programs and initiatives

Aboriginal education

Our students have developed an awareness, understanding and appreciation of Aboriginal culture and history, through integrated units across the curriculum.

Teachers use current and relevant resources, materials and music in their teaching of Aboriginal education.

Aboriginal ownership of the land is recognised and acknowledged at weekly assemblies and special occasions.

We celebrated Naidoc week in the classrooms with our parents and teachers working together to acknowledge our traditional owners through song, stories and art and craft work.

We also had a beautiful mural painted by the Aboriginal artist Robyn Caughlan to celebrate our school’s history and acknowledge our traditional owners of the land, the Gadigal people.

Each week during our assembly, our students’ sing the school song to commemorate and show respect to the Gadigal peoples of the land.

Arabic is the Community Language at Arncliffe West Infants School. Non-native speakers of Arabic are also encouraged to participate in special Arabic classes.

Classroom teachers, the Community Language teacher, Librarian and ESL teacher work cooperatively together to develop strategies that best cater for each individual child’s needs. These strategies include team teaching, in-class support and withdrawal.

Harmony Day, a celebration of cultural diversity occurred on the 21st March. Parents were invited to a performance by the whole school, followed by a morning of team building activities.

Respect and Responsibility

The school upholds a harmonious, inclusive climate through our values and school rules. These values are demonstrated, expected and displayed prominently in the classrooms and playground, including an enormous set of colourful ‘pencils’.

Our values are taught through weekly social skill lessons focusing on social stories, visual cue cards and the use of our school rules to manage discipline and appropriate behavior. This year we introduced a games room to support skills of friendship and co-operation.

Multicultural Education

With 92% of our Preschool to Year 2 students from Non-English Speaking Backgrounds, Arncliffe West Infants School is committed to developing an understanding of cultural diversity, represented by our 79% Arabic speaking population and 13% from other backgrounds other than English.
Progress on 2013 targets

In 2013 the following priority areas were identified at Arncliffe West Infants School:

- Literacy & Numeracy Innovative Practices for 21st Century Learners and Learning
- Quality teaching through implementation of the new curriculum
- Every Student Every School: Supporting each and every learner within AWIS

**Target 1 ~ Literacy and Numeracy Innovative Practices for 21st Century Learning**

100% of students will engage in technology to reinforce and support aspects of learning within literacy and numeracy

**Our achievements include:**

- Engaging technology to access Reading Eggs software as part of Literacy program at school (with optional use at home)
- Engaging technology to access Mathletics software as part of numeracy program at school (with optional use at home)
- Engaging iPad technology to write stories, design art work and express ideas and creative thinking to compliment all curriculum areas
- Timetabled use of our Computer Lab, complete with Interactive Whiteboard and 28 computers to consolidate literacy and numeracy skills
- Implementation of technological lessons with a specialist teacher using the iPads to teach expressive computer skills while providing practice in a supported environment
- School use of blogs and departmental portals to access information and direct learning through technological skills and information acquisition

**Target 2 ~ Quality Teaching through implementation of the Australian Curriculum**

The English syllabus will be implemented within the classroom during 2014 while the mathematics syllabus will be explored for trial and implementation in 2015

**Our achievements include:**

- Whole staff professional learning to plan units of work and utilize the new English syllabus for confident implementation
- Engagement in professional learning with all P5 schools to promote collegial discussion building effective and supported capacity for change

**Target 3 ~ Every Student Every School (ESES)**

All teachers will increase proficiency in supporting all students within the school

**Our achievements include:**

- Whole staff attended Positive partnerships three day professional learning course to design, implement and assess diagnostic matrixes to support all learning styles and needs matrixes
- Introduction of the LaST Teacher to design a learning and support program to support all learners, both students and staff members
- Professional sharing and discussion to build whole school capacity to support the Last program
- School professional learning to assess ESES program, plan and identify areas of student need through collegial discussions involving all staff and the school counsellor
School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of ESES Learning and Support Teaching Program (LaST)

Background

Implementation of the LaST program to enhance the learning styles and needs of all students at Arncliffe West Infants School.

Findings and conclusions

Teachers

Teachers have been empowered through professional learning and collegial support to design and implement adjustments within their classrooms and teachings to adapt programs for each and every student. This program is an evolving tool that requires assessment and collaboration to fine tune, direct and further implement for all learners.

Future directions

Designing the LaST program on a whole staff level has been an exciting opportunity to incorporate the learning style and need of each and every student at AWIS. Through continued professional learning and sharing we will collaboratively identify goals and direction of this program.

Parent, student and teacher satisfaction

In 2013 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents indicated that at Arncliffe West Infants:
- The students are the school’s main concern where achievement is recognised and celebrated
- Has attractive and well-resourced classrooms and playgrounds
- Is a happy and friendly place, tolerant and accepting of all students
- Offers appropriate and challenging programs for its students; and
- Should be a K-6 school

Teachers felt that Arncliffe West Infants School offers:
- A gem in the midst of development that represents a quaint environment
- A collaborative environment where parents, staff and students work together
- A warm, friendly and inclusive environment
- A conducive setting, providing targeted programs to meet individual needs
- Excellent programs such as Computer/iPads, Sports and Live well, a Discipline and a values-based Social Skills program
- A caring, considerate approach of staff to the sensibility of infants children, also reflective of the intimacy of the school
- Team work environment which is important in collaborative planning effective programs
- Access to an equitable education system through the size and nature of the school, as well as the implementation of the ESES program

Students

Students’ responses to the following statement, *I like AWIS because*...
- I can use an iPad in my class and Mathletics and Reading Eggs on computers
- We learn and read books
- Friends play together
- The teachers are nice and smart
- We care about our school
- I like leadership
- It’s the best school in the world!!
Professional learning

All members of staff participated in professional learning in 2013. Five Staff Development Days were held: on the first day of terms 1, 2 and 3, as well as the last two days of term 4 (these days were moved forward to early term 2, on consecutive Saturdays).

Professional learning included an introduction to the new Australian curriculum with emphasis on English and an insight into Mathematics. All staff did a three day Positive Partnerships, a course empowering teachers to identify learning needs and to make appropriate accommodations within the classroom. The staff also participated in training for Every Student Every School (ESES) further developing professional diagnostic skills to support all learners within the school environment. This culminated in designing a LaST program, implemented by a specialist teacher to identify those students with the greatest of need during Term 3 and Term 4. This teacher and program will continue in 2014 to support learning within each classroom.

Arncliffe West Infants School staff joined with the staff of the other 4 Infants Schools that makes up the P5 Community of Infants Schools (Arncliffe West, Bardwell Park, Kyeemagh, Yeo Park and Hurstville Grove) for regular professional development sessions, as well as anaphylaxis, CPR and Emergency Care training. Staff were updated on Child Wellbeing and Child Protection policies.

The ESL teacher, LaST teacher and Computer Co-ordinator attended regional training days/sessions in their respective areas.

Teachers also attended network meetings for specific key learning areas after school.

Our Community Language teacher took the Parenting 1-2-3 Magic training, which is an emotional coaching course which provides strategies to empower the community in their role of raising safe, healthy children. A parenting support group will be established in 2014 to strengthen community ties.

All Preschool staff and the Principal were involved in a three day Preschool Conference in preparation for our upcoming accreditation.

AWIS hosted a visit by a travelling academic association visiting from China. Our visitors were infant and primary school teachers who were interested in the Australian education system and its value upon our young. Our Chinese friends toured the school, observed classrooms and had the opportunity for an educational discussion with the staff.

Administrative staff also attended appropriate professional development, particularly supportive of changes within the departmental infrastructure.

Two of our teachers took the training to host an After School Sport program for 2014: a state wide initiative to expose children to sport and sporting skills to enhance student fitness and wellbeing.

Through the Kingsford Smith Airport Project we successfully received a $5,000 grant to create an area for our children that reflects sustainability and care for the environment. This grant generated a garden for our preschool which hosts a waiting seat for parents and a lovely entrance to our preschool facility.

In 2013 the Department of Education rebuild our centenary toilet block, providing our student body with fresh, clean toilet facilities.
**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1 ~ Literacy & Numeracy**

**Outcome for 2012–2014**

~*Increase the levels of literacy and numeracy engagement and achievement for all students*

~*Implement quality assessment and tracking of literacy and numeracy levels using the Learning Continuum*

~*Use of technology to consolidate learning and transfer numeracy and literacy skills in all curriculum areas*

**2013 Targets to achieve this outcome include:**

- 80% of students will achieve predicted Literacy Learning Continuum cluster indicators
- 80% of students will achieve intended reading level for each stage (ES1 – Level 8, mid-S1 – Level 16 and end-S1 – Level 26)
- 80% of students in Stage One will achieve Sound or above in all English strands
- 80% of students will achieve intended Numeracy Learning Continuum cluster indicators
- 70% of students will achieve intended SENA level for each stage (ES1 – Perceptual, mid-S1 – Figurative and end-S1 – Counting On and Back)
- 70% of students in Stage One will achieve Sound or above in Number

**Strategies to achieve these targets include:**

- Continue implementing Best Start Assessment for Early Stage One
- Track student progress in Literacy and Numeracy using the Learning Continuum
- Track and analyse Reading levels every 5 weeks using Running Records and other assessment data

- Track and analyse Early Arithmetical Strategies (EAS) aspect of the Learning Continuum, using SENA and other assessment data
- Analyse NAPLAN results and use data to identify and inform K-2 explicit teaching in strategic areas
- Utilise Mathletics and Reading Eggs online programs on a regular basis
- Facilitate curriculum change to Australian English syllabus through professional development, for implementation in 2014

**School priority 2 ~ Every Student, Every School**

**Outcome for 2012–2014**

~*all teachers to increase proficiency in supporting all students (Every Student, Every School)*

**2013 Targets to achieve this outcome include:**

- 100% of all teachers to attend planned professional learning and implement appropriate strategies to support the learning needs of every student

**Strategies to achieve these targets include:**

- Use of additional P5 ESES, funding, made available from term 4, 2012
- Staff will be trained in autism, mental health and behaviour, technology and speech, language and communication in a variety of professional development
- Staff members will be sent to professional learning courses on using apps for autism and positive behaviour, as well as apps for assisting students with language disorders, reading difficulties and diverse learning needs
- Learning and Support team (and entire staff) to be trained in completing student profiles and formalizing and tracking interventions
- ESL, LaST Teacher and the Reading Recovery Teacher working in conjunction to identify students of the highest priority.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Tracey Carney  Relieving Principal
Vanda Quinn  P&C President, Kindergarten and LaST Teacher
Alison Lane  Mainstream and ESL Teacher
Maureen Ford  School Administration Manager

School contact information

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School Code: 5103

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: