

Glen Innes West Infants School

Annual Report



2016



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Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

Lynn Starkey

Principal

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Message from the Principal

It has been my greatest pleasure to lead the staff and students of Glen Innes West Infants School in 2016.

During 2016 there have been many changes, some you will be aware of and many that you are not. The whole teaching profession is continually undergoing change to improve the outcomes for all students regardless of race, creed, colour or ability. To meet this end all the teachers at Glen Innes West Infants School have this year participated in L3 and TEN Training. This training is necessary as part of inclusion in the Early Action for Success Program. As part of this program our student's results must be forwarded to Sydney for analysis every 5 weeks. This ensures that no student at this school is left behind in the key areas of English and Maths. The teachers have experienced changes as part of this program as they have had to learn to teach English in a completely different way as part of the Language, Learning and Literacy program or L3. Teachers now work to teach reading from an Engine Room, this is part of a classroom where specific and directed reading is taught to a small group of students while the remainder of the class complete self-directed activities. This program aims to give some of the control of learning back to the students while still continuing to give specific instruction. The TEN program stands for Teaching Early Numeracy and again, teachers have undergone training in this program in 2016. As part of TEN students engage in short focussed activities based on the core skills of mathematics both during specific maths lessons and also throughout the day when there may be an opportune time. This complements the specific teaching of mathematics skills which occurs during the formal maths lesson. As a result of the implementation of both of these programs our student's results have improved in all areas of English and Mathematics, a very positive change. It has also resulted in the positive change in classroom setup, organisation and atmosphere.

Within the school in 2016 there have also been many changes in the administrative side. This is an area of the school that is probably invisible to parents and those outside of the education system. This year our school was one of the first schools in the Northern Tablelands area to undergo External Validation. This proved to be an extremely worthwhile exercise as it reinforced our perception of our school by showing us what we are doing well and by giving us areas to build upon and change into the next planning cycle. There have also been changes to the working with children check system to ensure greater safety for our students. New administrative systems have seen a new computer system being implemented to improve the library. This report is being completed using a new Annual School Reporting and planning tool currently being introduced.

Our whole school positive behaviour system was new this year and there have been a number of students who have exemplified an amazing work and behaviour ethic to gain 100 green slips. This system will continue to change and be refined to meet student needs.

In 2016, thanks to the funding provided to our school as part of Early Action for Success and the Resource Allocation Model, we have had the luxury of 3 classes. This change has allowed for more personalised attention to your children to better assist them in their learning.

Thank you to you all for sharing your wonderful children with myself and our staff this year; it has been an absolute pleasure getting to know them and their families and see their academic progress and achievements in events such as the Celtic Festival, Glen Innes Show, Red Cross Christmas tree and many other activities undertaken. Thank you also to our staff and volunteers for the fabulous effort you have put in to make 2016 a great year for Glen Innes West Infants School.

Lynn Starkey

Principal

Message from the school community

Welcome to the 2016 P&C President's Report. I would like to start by thanking Tammy Partridge for her contribution to the P&C committee as former president.

We have had a productive year this year with the Mother's Day and Father's Day stalls. We had the usual Easter Hat Parade and raffle which was very popular, with the children and staff members all participating. Book Week was also a great success. The children dressed up as their favourite characters and they all looked great. The P&C hosted a BBQ lunch and a raffle was drawn. Glen Innes Preschool joined us for a Mini Olympics and a BBQ lunch with some yummy cupcakes.

Our achievements for 2016 include a striking new fence and the purchase of two new gazebos. We have introduced a new menu for the canteen and it is going well with lots of interest from the children, hopefully this will continue next year as we aim for a 100% green food canteen.

Early in 2017 we will host a morning tea for our new Kindergarten families so that they can meet each other. There will also be a Photo Shoot fundraiser in July.

As a small school we rely on the P&C to help with purchasing resources for the school and the students that attend our school. We are always looking for parents to join us, so please feel free to come along to our meetings.

Renee Newberry

P&C President

School background

School vision statement

Our vision is to provide educational experiences and opportunities that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future.

School context

Glen Innes West Infants School is situated in the New South Wales Northern Tablelands on the traditional land of the Ngoorabul people. Glen Innes is a rural community 100km north of Armidale on the New England Highway. The major economic base for the community relies on sheep and cattle grazing.

The school has a fulltime staff of 2 and currently caters for 44 students from Kindergarten to Year 2. Students come to school from homes based in the township of Glen Innes, from rural holdings in the surrounding shire and from the smaller villages whose residents use Glen Innes as their major goods and services centre.

Approximately 8% of the students identify as being of Aboriginal or Torres Strait Islander background. The school plays an active role in the community through such events as the local Celtic Festival, Glen Innes Show and the Land of the Beardies festival. The Parents and Citizens Association is very pro-active in supporting the students of the school.

Our school focuses on providing quality educational experiences for students in their first years of schooling. We strive to provide the best care for young students who are "Beginning the Journey".

Innovative support programs have been developed through extensive community consultation and have led to positive social, physical and academic support for all our students. The teachers work in a collaborative manner to develop cohesive learning opportunities across the school, with a strong focus on literacy and numeracy skills.

Programs are designed to support the needs of individual students. Teachers strive to present a balanced education so that students reach individual potential across a range of skills and aptitudes.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning our school is achieving at delivering. In all elements. in the School Excellence Framework domain of Teaching our school is delivering in Effective Classroom Practice, Data Skills and Use and Collaborative Practice. We are working towards delivering in the domains of Learning and Development and Professional Standards. The results of this process indicated that in the School Excellence Framework domain of Leading Glen Innes West Infants School is delivering in the three areas of Leadership, School Planning, Implementation and Reporting and School Resources and working towards delivering in the area of Management Practices and Processes.

In the domain of LEARNING Glen Innes West Infants School will provide opportunities for parents to increase their understanding of learning and equip them with strategies to support their children. The school will continue their focus on improved attendance for all students and introduce explicit teaching of behaviour expectations to support the implementation of the new behaviour program. In the domain of LEADING Glen Innes West Infants School will revise and develop a set of clearly defined protocols to support administrative practice across all areas of the school. The Principal will also take a lead role in the collaborative development of a combined strategic direction for all schools in the Celtic Small Schools' Alliance.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our

School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Delivering Consistently High Educational Practices Across Our School

Purpose

To deliver an equitable, reliable and challenging learning environment for students based on quality, high level professional practice.

Overall summary of progress

Not all Improvements Measures were achieved in 2016. Please see below for a detailed breakdown of achievements and future steps for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the % of students achieving at or beyond expected stage standards in Literacy and Numeracy from 70.3% to 80% by the end of 2015	<p>The target was not reached in 2016 for Literacy. An across the school average of 42% was achieved. One potential impact which prevented the attainment of this goal was the 20% of students who had identified special learning needs.</p> <p>This target was achieved in Numeracy with 83% of students achieving at or beyond stage standards.</p>	<p>\$32 000 from RAM</p> <p>\$3 000 from Early Action for Success</p> <p>\$2145 from Teacher Professional Learning</p>
Year 2 student NAPLAN results for 2015 will be aligned to the State average in reading, spelling and numeracy	<p>No NAPLAN results were available to us in 2016.</p> <p>Literacy and Numeracy continuum clusters indicate that 62% of students were at or above expected levels in Reading and 83% in Numeracy. Results from the South Australian Spelling test indicate that 33% of students were spelling at or above their chronological age expectation.</p>	See above
School based assessment data will demonstrate 80% of students achieving at or beyond stage standard in Literacy (baseline/2014 67.9%)	This target was not achieved in 2016. The percentages of students achieving at or beyond stage level as averaged across the school in the 3 components of Literacy were; Reading, 53%, Comprehension, 48% and Writing, 25%.	See above
School based assessment data will demonstrate 85% of students achieving at or beyond stage standard in Numeracy (baseline/2014 77.4%)	This target was achieved with 83% of students as averaged across the school achieving at or beyond stage standards in Numeracy.	See above

Next Steps

The two key areas identified as having the greatest need in 2017 are Writing and Spelling. To meet our student's unique needs in 2017 staff at Glen Innes West Infants School will;

Develop student confidence and strategies to improve their stamina and ability in writing by working with the Instructional Leader to improve teaching skills.

Work with the Instructional Leader to develop appropriate and specific Spelling programs for all students.

Strategic Direction 2

Linking Individual Learning for All Students in a Secure, Engaging and Supportive Way

Purpose

To establish and provide learning experiences which are personalised and responsive to each student.

Overall summary of progress

Not all Improvement Measures were achieved in 2016. Please see below for a detailed breakdown of results and future direction for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the % of students reading at or above grade level (baseline 2014 62%) to 75% by the end of 2015.	This target was not achieved. At the end of 2016 the number of students reading at or above grade level was; Kindergarten, 34%, Year 1, 63% and Year 2 62%. Again the 20% of students with identified special learning needs would have impacted on these results. Consideration also needs to be given to the number of students who start school without having attended either Preschool, day care or transition.	\$5000 from RAM
To increase the % of students writing at or above grade level to 80% (baseline 70%) by the end of 2015.	This target was not achieved. Writing has been identified as an area of weakness across the school and will be a focus for 2017. Only 25% of students achieved at or above grade level.	See above
To increase the % of students numeracy at or above grade level (baseline 77.4%) by the end of 2015	This target was achieved with 83% of students achieving at or above grade level in 2016.	See above
Increase student attendance rate at or above state average (baseline 91.5% in semester 2, 2015). To decrease the number of Kindergarten students identified in EAfS data as being at risk from 51.9% to 20% by the end of 2015.	<p>This target was not achieved in 2016. The average school attendance rate was 89.9%, compared with the state average of 92.2%. Several stomach viruses went through the school affecting our attendance rates.</p> <p>The number of Kindergarten students identified as being at risk under EAfS were 8% for Numeracy, 41% for Reading, 41% for Comprehension and 17% for writing, indicating a partial achievement of this target.</p>	see above

Next Steps

Results in this Strategic Direction indicate that Writing and Attendance are the greatest areas for improvement. Please see Strategic Direction 1 for Writing improvement strategies. Teachers will continue to enhance their ability to improve the educational outcomes for all students via appropriate professional development activities.

Attendance will continue to be targeted using a multi functional approach which involves students, parents and teachers. Parents will be kept informed of attendance requirements via the newsletter and Facebook page. Explanations will be requested for unexplained absences and where required specific interventions will be implemented to assist families of children with attendance issues.

Strategic Direction 3

Promoting a Positive Learning Culture Through Strong, Sustainable and Respectful Partnerships

Purpose

To develop and enrich positive, compassionate and trusting relationships which identify needs to support an inclusive, vibrant school culture which is flexible and dynamic.

Overall summary of progress

Progress towards the Improvement Measures within this strategic direction has been consistent and pleasing. All staff at Glen Innes West Infants School have worked to improve communication and relationships with our parent body, the local community and local schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the % of parents and community members attending term assemblies to celebrate student achievement (baseline 70%).	93% of families were represented at our end of year Presentation evening. There has also been regular representation by a core group of parents at school events throughout the year.	Nil
Parents to be involved in educational experiences both at school and on excursions	Parents/caregivers have become more involved during 2016. 93% of parents attended Parent/teacher interviews with their child's teacher at the end of Term 2. Parents were kept informed about events through the school newsletter, Facebook page and via special information and permission notes.	Nil
Increased parent participation in the planning process to develop school programs that promotes equity and excellence.	Changes to the School Plan, Assessment and Reporting and the introduction of the Positive Behaviour System were presented to the P&C and reported through school newsletters.	Nil

Next Steps

Staff at Glen Innes West Infants School will continue to develop positive relationships with the families of our students. This will include developing a new reporting and assessment schedule, continuing to develop effective communication strategies and encouraging families to be involved in all aspects of their child's education.

Glen Innes West Infants School will also strive to develop, enhance and improve interschool collaboration with the Celtic Community of Schools to provide a cohesive and consistent approach to education across the Glen Innes area.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The achievements of Aboriginal students will be in line with or close to the achievements of non-Aboriginal students.</p> <p>See SD1</p>	\$70 x 4 days per week (\$280) SLSO
Low level adjustment for disability	<p>School Learning Support Officers were employed to assist students within the classroom.</p> <p>See SD1</p>	\$3000
Socio-economic background	See SD1	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	18	18	19	17
Girls	19	17	23	20

Student enrolments have fluctuated during 2016. The school started the year with 42 students. Several families moved away from Glen Innes during the year. However, new families arrived meaning we finished the year with the same number of students with which we began.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.8	92.4	93.9	88.6
1	92.8	90.9	86.5	89.6
2	93.3	91	91.7	91.4
All Years	93.6	91.5	91	89.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance continues to be a concern at Glen Innes West Infants School. However, it should be noted that the attendance pattern of one or two students can greatly affect the whole school's attendance figures. The school will continue to work towards meeting high attendance expectations.

Class sizes

Class	Total
K	12
YEAR 1	16
YEAR 2	12

Structure of classes

Additional funding in 2016 allowed for 3 classes to be formed. They were Kindergarten, Year 1 and Year 2.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.89
Other Positions	0

*Full Time Equivalent

No staff members identify as Aboriginal or Torres Strait Islander.

Workforce retention

All staff working at Glen Innes West Infants School in 2016 were also employed in 2015. This has allowed for stability within the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

Professional learning and teacher accreditation

In 2016 all full time classroom teachers attended Language, Learning & Literacy (L3) training. For two teachers this was new training for one it was ongoing professional learning. All teaching staff completed Targeting Early Numeracy (TEN) training. The instructional leader completed Reading Recovery training and Impact Leadership training. All staff completed mandatory training requirements.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 /11/16 and does not involve expenditure areas such as permanent salaries, building and maintenance.

Income	\$
Balance brought forward	145 047.43
Global funds	78 541.65
Tied funds	182 839.63
School & community sources	6 319.16
Interest	3 369.43
Trust receipts	1 515.00
Canteen	0.00
Total income	417 632.30
Expenditure	
Teaching & learning	
Key learning areas	22 459.71
Excursions	5 513.10
Extracurricular dissections	250.91
Library	4 092.28
Training & development	1 606.94
Tied funds	170 538.15
Short term relief	9 945.55
Administration & office	14 799.43
School-operated canteen	0.00
Utilities	13 868.90
Maintenance	1 250.73
Trust accounts	1 515.00
Capital programs	0.00
Total expenditure	245 840.70
Balance carried forward	171 791.60

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

School performance

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other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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NAPLAN

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

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

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Parent/caregiver, student, teacher satisfaction

In 2016 the area of Quality Learning Environment was surveyed.

30% of families returned their surveys The responses returned were overwhelmingly positive with 100% of parents either agreeing or mostly agreeing that learning at our school is enjoyable, fun and interesting. Respondents also believed that teachers display positive attitudes by explaining what and why something needs to be learnt, expecting good results, encouraging improvement and high standards of work and by expecting a good work ethic from students.

Teachers were also seen to take a personal interest in children by caring how well students perform, helping them to catch up and by praising positive achievements.

100% of staff who work with students returned their surveys and their responses were consistent with the parents responses. Student responses also reflected these findings.

The only notable differences in the surveys were that one family did not believe that their child worked hard, tried or wanted to do their best. A small group of students did not enjoy work or find it interesting or fun (5% of Kindergarten class). This could be explained by the adjustment in expectations between preschool and Infants School.

Satisfaction with our school is further exemplified by the attendance of 38 out of 40 families attending Presentation Evening.

Policy requirements

Aboriginal education

Glen Innes West Infants school values the importance of Aboriginal education for all students. The school incorporates Aboriginal perspectives across the key learning areas. The school's Aboriginal Education policy is regularly reviewed. Students and staff regularly participate in teaching and learning activities, including excursions and workshops that focus on Aboriginal art, music, storytelling, traditions and culture. In 2016 students and staff at Glen Innes West Infants School participated in a Small Schools NAIDOC event.

Multicultural and anti-racism education

Consistent with government policy, Glen Innes West Infants School seeks to strengthen exposure to multiculturalism and Asian perspectives. Our school incorporates multicultural perspectives across all key learning areas. The school aims to instill in all students an acceptance and tolerance of others. The school has also endeavoured to ensure that students from different cultural backgrounds are catered for in the Human Society and Its Environment (HSIE) curriculum area.

In 2016, Glen Innes West Infants School enrolments included students who were identified as having English as a second language. Consistent with Departmental policy our school has identified Mrs Katie Newsome as our trained anti-racism contact officer (ARCO).