

# Glen Innes West Infants School

## Annual Report



2017



5116

## Introduction

The Annual Report for 2017 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

## School contact details

Glen Innes West Infants School

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## Message from the Principal

2017 has been a year of great change in our school. We have welcomed a new Instructional Leader, introduced a new financial system and worked through the continual improvements and changes that have occurred in education. It is my greatest pleasure to present this report to the community to share the achievements and successes of our students. All members of our school community are to be congratulated on helping our school be the successful learning environment that it is.

Lynn Starkey

Principal

## Message from the school community

Once again this year has gone quickly. We have been busy from holding our main fundraising event, which was a Kidshotz Photography Shoot. We did extremely well from that. Thank you to the families that participated. We also had a Father's Day Stall, Mother's Day Stall, Education Week, Book Week, Mini Olympics and Chill In Glen that also did very well. I would like to congratulate all the children on their achievements at the Small Schools Swimming Carnival and their Presentation Night Awards, you should all be proud of your efforts. Well done.

As a small school we rely on the P&C committee to help with purchasing resources for the school and the students. If you have not joined the committee, we are always looking for parents to join us, so please feel free to come along to our meetings. Lastly, I would like to take the opportunity to thank our Principal, Lynn Starkey, and the hard working teachers and staff for providing such a wonderful environment for our children to grow and learn in. To our little P&C committee for your tireless efforts to raise funds for new resources for our children's education, thank you for a great 2017.

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 Ngorabul 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 30% 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, Anzac Day and Remembrance Day. 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. 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, Glen Innes West Infants School remains at delivering for all areas. Wellbeing will be a focus for the 2018–2020 school plan to build on the processes already in place to support students. Our achievements in the Excellence in Teaching domain indicate that we are achieving at delivering. Our focus on "Futures Learning" over the next 3 years will further improve this area. The school is also rated as delivering in the area of Excellence in Leading due to the Instructional Leadership program which drives the continuous improvement culture embedded within the school. Administrative structures also support teacher improvement and student learning.

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

### 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

While not all targets were met to the level anticipated, it is worth remembering that in a small school a small number of students minimally below expected levels will have a significant impact on overall and average student achievement levels. Writing continues to be an area of concern and this has been reflected in the overall low score for Literacy when compared to individual sections such as Reading and Spelling.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	\$41,180.96 (Early Action for Success) and \$43,083.01 (Equity Funds) used to provide smaller class sizes	All students have demonstrated progress along the Literacy continuum over the three year period. However, only 30% were achieving at or above stage level. In Numeracy 74% of students achieved at or above stage level in 2017
Year 2 student NAPLAN results for 2015 will be aligned to the State average in reading, spelling and numeracy	See above	An analysis of NAPLAN results for students who entered Year 3 in 2017 after attending Glen Innes West Infants School for at least one year demonstrate that 33% of students achieved in the top two bands in all areas of NAPLAN testing.
School based assessment data will demonstrate 80% of students achieving at or beyond stage standard in Literacy (baseline/2014 67.9%)	See above	In 2017 61% of students were reading at or above expected grade level. The best result was in Year one with 70% of students at or above standard.
School based assessment data will demonstrate 85% of students achieving at or beyond stage standard in Numeracy (baseline/2014 77.4%)	See above	2017 results indicate that 89% of Kindergarten, 70% of Year 1 and 64% of Year 2 students achieved at or beyond stage level by the end of the year.

#### Next Steps

English and Mathematics will continue to be of the highest priority during the next three year plan. Writing in particular will be an area of focus with the Instructional Leader undertaking training in how to assist teachers in the delivery of best practice lessons in writing. Staff will also continue their professional development as part of our Early Action for Success program by attending ongoing professional learning and working shoulder to shoulder with the school's Instructional Leader. Staff will also develop their capacity in futures learning and the integration of technology into the teaching of English and Mathematics.

## 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

Student writing continues to be an area of concern. Further analysis of the writing results demonstrate that the authorial role that students use in writing i.e. their ideas and understanding of the concepts around writing were very solid. However, the results are significantly impacted by the ability of student's secretarial roles in writing i.e. reviewing and editing of work, correcting their own errors etc. There was a very pleasing result with a significant improvement in the number of students being identified as at risk under the Early Action for Success program.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the % of students reading at or above grade level (baseline 2014 62%) to 75% by the end of 2015.	See Strategic Direction 1	The average number of students reading at or above grade level at the end of 2017 was 61%.
To increase the % of students writing at or above grade level to 80% (baseline 70%) by the end of 2015.	See Strategic Direction 1	39% of students were writing at or above grade level at the end of 2017.
To increase the % of students numeracy at or above grade level (baseline 77.4%) by the end of 2015	See Strategic Direction 1	74% of students achieved at or above grade level at the end of 2017.
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.	See Strategic Direction 1	The student attendance rate in 2017 was 91%, slightly below the state average of 94.1%.  At the end of 2017 only 13% of Kindergarten students were identified as being at risk.

### Next Steps

Writing will continue to be a focus area over the next 3 years, with particular attention paid to the secretarial roles involved in writing. Many of the strategies discussed under Strategic Direction 1 also apply here.

Attendance will continue to be monitored carefully with the aim of improving attendance to align with state averages. Any student experiencing difficulty with attendance will be assisted as per the Glen Innes West Infants Schools procedures and Departmental policy. Please see the attendance section of this report.

All Kindergarten students will be tested using the Best Start 2 program at the beginning of the school year. They will also have a speech screener and sight test. Students will be monitored constantly to ensure that any learning issues are identified early to minimise the number of children at risk of not achieving to their potential. Where students are identified as at risk, interventions will be put into place to try and remediate issues. This may involve the use of outside agencies such as Glen Innes Council Early Intervention Services and speech pathologists.

### 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

The number of families becoming involved in their child's education is gradually increasing. We are particularly pleased with the number of families who see the importance of Best Start testing and have supported the start of their child's education by ensuring they attended their appointment. There has also been a pleasing increase in the number of parents attending parent/teacher interviews.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the % of parents and community members attending term assemblies to celebrate student achievement (baseline 70%).	\$600 to pay for hospitalities, advertising and awards.	At the end of 2017, 90% of families were represented at the end of year presentation evening. Term assemblies were not held this year.
Parents to be involved in educational experiences both at school and on excursions	\$3956.19 to provide excursions and educational experiences at school	Parents had the opportunity to participate in the Mini-Olympics and Education Week activities. 66% of students attended their Best Start appointments. 72% of parents attended parent/teacher interviews.
Increased parent participation in the planning process to develop school programs that promotes equity and excellence.	Nil	The P&C Association were part of the informed decision making process for the 2018–2020 School Plan and were actively involved in promoting the school throughout the year.

#### Next Steps

Glen Innes West Infants School will continue to promote the advantages for students of their parent's involvement in their education. This will be done by actively encouraging pre-school students to attend transition to school activities and by promoting attendance at Best Start and Speech Screener appointments. Parents will be invited to attend parent/teacher interviews, where notes are not returned a personal phone call will be made to invite parents to attend. Parents will also be welcome to play an active part in school life by being part of the Parents and Citizens Association, helping out at school and by attending special days and events.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$14,666.64 was provided to the school. This was combined with other funds to pay for teachers and School Learning Support Officers (SLSOs).	See Strategic Directions 1 & 2.
<b>Low level adjustment for disability</b>	\$12,599.75 was combined with other sources to pay for SLSOs.	Each class had access to an SLSO to provide support for students with additional needs.
<b>Socio-economic background</b>	This funding was combined with other sources under the heading of Equity Funds.	See Strategic Directions 1 & 2

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	18	19	17	14
Girls	17	23	20	22

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.4	93.9	88.6	89.3
1	90.9	86.5	89.6	88.4
2	91	91.7	91.4	94.7
All Years	91.5	91	89.9	91
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
All Years	94.9	94.1	94.1	94.1

### Management of non-attendance

Regular attendance at school is vital for academic success. At Glen Innes West Infants School parents are expected to send a note explaining an absence upon their child's return to school. Alternatively, parents may phone the school or use the Skoolbag Ap to report and explain an absence. If an explanation is not received upon the child's return to school, the teacher will issue a "Request for Explanation" slip to the child. When a student's attendance drops below 85% or a pattern of absence is detected, a letter will be sent to the parent notifying them of an attendance issue and requesting a meeting with the principal. Failure to improve attendance may result in a referral to the Home School Liaison Officer (HSLO) and a doctors certificate may be required to explain any future absences. Our school regularly places articles about attendance in the school newsletter. Students who have a suitable attendance rate are invited to the end of term disco as reward for good attendance.

## Class sizes

Class	Total
KINDERGARTEN	15
YEAR 1	10
YEAR 2	16

### Structure of classes

In 2017 Glen Innes West Infants School was able to provide three smaller straight grade classes. This enabled students to experience a more personalised approach to learning by providing a low student to teacher ratio.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.89
Other Positions	0

\*Full Time Equivalent

There are currently no Aboriginal people employed at Glen Innes West Infants 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	50
Postgraduate degree	50

## Professional learning and teacher accreditation

In 2017 all full time classroom teachers attended Language, Learning & Literacy (L3) training and training in Literacy and Maths as part of our Early Action for Success requirements. For all teachers this was ongoing professional learning. The teaching principal completed Reading Recovery training. All staff completed mandatory training requirements.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Parents at Glen Innes West Infants School are requested to pay a voluntary contribution of \$70. This covers all stationary requirements, textbook, excursion and in school activities. Income and Expenditure in 2017 was of a similar level to 2016.

Income	\$
<b>Balance brought forward</b>	<b>171,792</b>
Global funds	96,620
Tied funds	93,155
School & community sources	8,116
Interest	2,190
Trust receipts	1,865
Canteen	0
<b>Total income</b>	<b>201,946</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	39,402
Excursions	3,956
Extracurricular dissections	2,814
Library	482
Training & development	70
Tied funds	124,772
Short term relief	5,480
Administration & office	16,894
School-operated canteen	0
Utilities	12,481
Maintenance	2,829
Trust accounts	1,865
Capital programs	0
<b>Total expenditure</b>	<b>211,046</b>
<b>Balance carried forward</b>	<b>162,691</b>

The information provided in the financial summary includes reporting from 30th November 2016 to 30 November 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	166,630
Appropriation	162,691
Sale of Goods and Services	450
Grants and Contributions	3,488
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-51,222
Recurrent Expenses	-51,222
Employee Related	-42,493
Operating Expenses	-8,729
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	115,408
<b>Balance Carried Forward</b>	115,408

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

At the beginning of each year budgets are set for all educational and administrative areas of the school. The budget is continually monitored by the School Administration Manager and the Principal to ensure that all funds are expended appropriately and in a manner that is of maximum benefit to students.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	439,698
Base Per Capita	5,655
Base Location	11,728
Other Base	422,316
<b>Equity Total</b>	103,948
Equity Aboriginal	14,667
Equity Socio economic	62,498
Equity Language	0
Equity Disability	26,783
<b>Targeted Total</b>	0
<b>Other Total</b>	116,239
<b>Grand Total</b>	659,885

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.

## School performance

Upon entry to Glen Innes West Infants School, all Kindergarten students are tested using Best Start. A report is sent home to parents in Term 1. Students are then continually tracked along the Literacy and Numeracy continuums every 5 weeks for the duration of their time at our school. Further information about Literacy and Numeracy results is contained elsewhere in this report.

### 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.

As Glen Innes West Infants School is a K-2 school, NAPLAN testing does not occur here. NAPLAN results published in other sections of this report are provided courtesy of the schools students attend upon leaving our school.

## Parent/caregiver, student, teacher satisfaction

This year our school undertook surveys on communication and homework. 14 out of 24 families responded to the survey. In the area of communication 77% of respondents believed that our newsletter was very useful and that they would prefer to receive the newsletter in paper format rather than via email or by reading it on the school website. More than 50% of families had never viewed our school website. 60% or higher of our families do not use the school Facebook page or Skoolbag Ap. Just over 50% of respondents thought that a link from the Facebook page to the school website would be useful, however, some families did not answer this question.

In regards to our survey on homework, 100% of respondents thought that the amount of homework that students get is about right, with all but one respondent saying that the difficulty level was right too. 84% of children always or usually enjoy doing their homework, with the same percentage indicating that creative tasks would be interesting for their children. 77% of respondents are in support of homework being given to students. Not all respondents answered the questions on what sources of information about homework they would access. However, those who did answer would prefer information in the newsletter or on leaflets.

## 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. All Aboriginal students have Personalised Learning Pathways, which are regularly review with parents/caregivers. 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 2017 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 instil 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 2017, Glen Innes West Infants School enrolments included students who were identified as having English as a second language. Other language

backgrounds included Mandarin and Indonesian. Consistent with Departmental policy our school has identified Mrs Katie Newsome as our trained anti-racism contact officer (ARCO).