

Glen Innes West Infants School

Annual Report



2018



5116

Introduction

The Annual Report for **2018** 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

2018 has been a very productive and busy year at Glen Innes West Infants School. Students were provided with a number of diverse learning opportunities including visiting performances, Life Education Sessions, participation in the Glen Innes Celtic Festival, small schools sporting carnivals, combined schools disco, science days, NAIDOC Week event, Glen Innes Dance Spectacular, swimming week, and cricket and AFL coaching sessions.

The school has supported the community by hosting the Triple P Parenting Program, For the Child forums, Variety Club Postie Dash breakfast, Farmers Friday for drought relief and Purple Day for Epilepsy. We have also been supported by the community. The Glen Innes Men's Shed renovated our cubby houses and the Glen Innes CWA donated library bags and craft items to the school.

I would like to take this opportunity to thank the staff, students and community for supporting our school during 2018.

Lynn Starkey

Principal

Message from the school community

We have been busy this year with fundraising efforts, holding Mother's and Father's Day stalls. We also supported a great organisation close to our hearts, Purple Day for Epilepsy Awareness. Our main fundraiser was hosting a breakfast for the Variety Club Postie Dash who donated computer resources for students. This was a great success. The children all enjoyed seeing the bikes and Postman Pat also joined us. Thank you to the P&C committee for a fantastic effort.

Our P&C run canteen received the "Great Choice Healthy School Canteen" award which acknowledges that our canteen is healthy and green.

I would also like to mention that this is a great school with fantastic staff. The P&C committee is hard work but also very rewarding. All money raised by the P&C goes to furthering our children's education.

We are a very small P&C who always welcome new members to make Glen Innes West Infants School an even greater school than it is now.

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 42 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 25% 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 Glen Innes High School Dance Spectacular. The Parents and Citizens Association supports 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.

Learning Domain – Learning culture remains consistent at the delivering level, while reporting has dropped from Sustaining and Growing to Delivering. All other areas (Wellbeing, Curriculum, Assessment and Student Performance Measures) have all improved.

Teaching Domain – Three out of four elements (Effective Classroom Practice, Professional Standards and Learning and Development) remain at the 2017 level of Delivering while Data Skills and use has improved to Sustaining and Growing.

Leading Domain – Educational Leadership and School Planning, Implementation and Reporting remain at Delivering. School Resources and Management Practices and Processes have improved to Sustaining and growing.

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

Futures Learning

Purpose

To ensure that students have the necessary skills to face the challenges of a continually changing world. The 4Cs (Creativity, Critical Reflection, Communication and Collaboration) will be incorporated into all Key Learning Areas with a specific focus on improving Literacy and Numeracy.

Overall summary of progress

Embedding the 4Cs (Creativity, Critical Reflection, Communication and Collaboration) into all Key Learning Areas, with the specific focus on Literacy and Numeracy, is an ongoing process with all teaching staff undertaking training in this area in 2018. Regular professional development sessions focussed teachers on their current abilities and provided strategies to improve teaching practice and critical reflection of their teaching. This journey will continue in 2019. It should be noted that our small cohort sizes mean that a small number of students may skew data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will demonstrate growth using internal assessment data by applying the 4Cs in Literacy and Numeracy .	\$2000 for professional development	There was a slight drop in the number of students achieving at or above stage level in Numeracy. However, there was an increase in the areas of Reading and Writing. The biggest increase of 33% was in Year 1 Reading. South Australian Spelling Test results remained static for students who moved from Year 1 into Year 2.
Increase the percentage of students achieving in the top 2 bands of NAPLAN after attending Glen Innes West Infants School for at least 12mths (year 2).	As above	Due to changes in NAPLAN implementation and the movement of 2017 Year 2 students into 3 different schools, who all undertook NAPLAN testing in different ways, we are unable to provide a direct comparison with previous year's results.
Formally assess the 4Cs using the continuum of 4Cs capabilities.	As above	At this stage the 4Cs are not being formally assessed. This will occur either in late 2019 or early 2020.

Next Steps

Staff will continue to develop their capacity in the 4Cs by undertaking professional learning over the next 2 years.

Strategic Direction 2

Whole School Wellbeing

Purpose

To meet the demonstrated additional wellbeing support requirements of our students and staff by the development of a comprehensive and inclusive whole school wellbeing framework.

Overall summary of progress

During 2018 a whole school wellbeing program was developed whereby students nominated a teacher to be their "check-in buddy". Each week teachers conferenced with their "buddies" to ensure that they were not experiencing any difficulties, socially, emotionally or academically. Assessment of the success of this system was determined using the record or "Red Slip" incidents during the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase parent participation in school events and parent/teacher interviews.	\$50 for hospitalities	80.5% of families attended parent/teacher interviews. A further 8.3% indicated that they would attend but did not. 86% of families attended the end of year presentation night. The Education week assembly at the town hall was well supported.
Increase engagement in learning for all students as indicated by formal and informal observation measures.	\$0	The number of students demonstrating off task behaviours or non-compliance was small when students with learning difficulties were not included in the behaviour referrals tally.
Reduce the number of behaviour referrals from 240 in 2017.	\$200 for rewards	While there was an increase in the number of behaviour referrals in 2018, it should be noted that 60% of these referrals were for 3 students, therefore, if these were discounted, there would be a decrease in the overall number of behaviour referrals
Improve student attendance to be in line with or better than state average.	\$0	Attendance in Kindergarten and Year One improved in 2018, while there was a decrease in Year 2. Attendance of all classes remains below state average. See section on attendance

Next Steps

Staff will continue to reward positive behaviour, attendance and work ethic. Staff will undergo training in wellbeing for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20461	All Equity Loadings were combined to enable a 3 class structure to remain within the school and provide for a special reading program to be implemented. This ensured that Aboriginal students received individual reading support as required.
English language proficiency	\$982	See above
Low level adjustment for disability	\$29180	Part of this funding was a .2 staffing component. This was used to provide extra teaching staff, enabling smaller class sizes. Once the .2 staffing component was used, the remaining funds paid for an SLSO to assist students within the classroom.
Socio-economic background	\$71133	All Equity Loadings were combined to enable a 3 class structure to remain within the school and provide for a special reading program to be implemented. This ensured that Low Socio Economic Status students received individual reading support as required.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	19	17	14	23
Girls	23	20	22	19

Enrollments increased slightly this year to 42. The reason for this was a very large Kindergarten cohort (20 students). This was the trend across the Glen Innes area.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	88.6	89.3	90.6
1	86.5	89.6	88.4	90.7
2	91.7	91.4	94.7	88
All Years	91	89.9	91	90
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

Students who have been absent from school and have not supplied a note or verbal explanation from a parent or caregiver, are issued with a "Request for Explanation" note. If an explanation is still not received the situation is monitored, especially in the case of habitual absence. Parents are contacted by the principal to offer assistance in getting children to school. Where there is no improvement, the family may be referred to the Home School Liaison Officer.

Students are rewarded for attendance through our positive behaviour system and through special awards at the end of each term.

Class sizes

Class	Total
KINDERGARTEN	20
YEAR 1	12
YEAR 2	9

Structure of classes

Glen Innes West Infants School has a three class structure, Kindergarten, Year 1 and Year 2, as is preferred by our community.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

There are currently no Aboriginal workers 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

All teachers are accredited and are currently in the maintenance period. This involves 100 hours of professional learning across a 5 year period. All staff have a Professional Development Plan, which is reviewed each term. Professional learning is aligned to the school plan and individual aspirations. This year staff have undergone training in the 4Cs, wellbeing, literacy, numeracy and management of potential and

actual aggression.

'Appropriation' section of the financial summary above.

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	115,408
Revenue	728,810
Appropriation	719,440
Sale of Goods and Services	1,620
Grants and Contributions	6,686
Gain and Loss	0
Other Revenue	0
Investment Income	1,063
Expenses	-693,949
Recurrent Expenses	-693,949
Employee Related	-646,557
Operating Expenses	-47,392
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	34,861
Balance Carried Forward	150,268

At the beginning of the year a draft budget was drawn up and discussed. Money was allocated for all necessary spending and a voluntary contribution levy decided upon. The budget was monitored on an ongoing basis by both the School Administration Manager and the Principal and any anomalies investigated and adjusted.

Available funds are used to continue the three class structure within the school and to alleviate the financial pressure of Low Socio Economic Status families by paying for excursions, performances, all school equipment and, if necessary, uniforms.

The cost of utilities continues to rise and is of concern as money allocated for educational purposes has needed to be redirected.

Financial summary equity funding

The equity funding data is the main component of the

	2018 Actual (\$)
Base Total	466,117
Base Per Capita	6,961
Base Location	11,685
Other Base	447,471
Equity Total	121,756
Equity Aboriginal	20,461
Equity Socio economic	71,133
Equity Language	982
Equity Disability	29,180
Targeted Total	24,575
Other Total	92,783
Grand Total	705,232

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

In 2018 surveys were conducted to ascertain the success of our students well-being initiatives. Surveys were sent home to parents during Term 4 2018. Unfortunately, insufficient numbers of these surveys were returned to be statistically valid.

Policy requirements

Aboriginal education

Aboriginal perspectives are taught in all Key Learning Areas. The school participates in NAIDOC Week activities and has developed their own localised Welcome to Country for use at school functions. All Aboriginal families are welcomed into the school and actively encouraged to participate in their child's education. All Aboriginal students have Personalised Learning Plans.

Multicultural and anti-racism education

Multicultural perspectives are taught as part of all Key Learning Areas. Our school participates in Harmony Day and recognises significant days for families from

other cultures in particular Chinese New Year. We also receive a small amount of funding to support students from language backgrounds other than English.

Other school programs

Glen Innes West continues its tradition of providing a whole school dance program. This has continued this year when we were very pleased to welcome Mrs Claudia Cubis as our new dance teacher. Mrs Cubis is a professionally trained dancer with a wealth of experience in choreography and all areas of performance.