

Narrandera East Infants School

2019 Annual Report



4214

Introduction

The Annual Report for 2019 is provided to the community of Narrandera East 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.

School contact details

Narrandera East Infants School

Elizabeth St

Narrandera, 2700

www.narrandere-p.schools.nsw.edu.au

narrandere-p.school@det.nsw.edu.au

6959 1858

School background

School vision statement

At Narrandera East Infants School we provide excellence in early learning in a stimulating, caring environment promoting a culture of continuous evaluation to ensure the best practice of quality educational programs. Our staff inspire students to develop a passion for learning and assist students to achieve personal success in all endeavours.

"Excellence in Early Learning through the provision of future focussed educational opportunities ensuring our students thrive as tomorrow's leaders, workers and citizens."

School context

Established in 1961, Narrandera East Infants School (NEIS) is a specialist infants only school offering quality educational programs to students from Kindergarten to Year 2, in a safe, nurturing learning environment. The school is located in a rural area of southern NSW and has a current enrolment of 57 students. Aboriginal students comprise 23% of students, 2% of students are from a language background other than English and 31% of our students are from low socio-economic backgrounds. The school has a proud history of strong engagement with the community, and staff enjoy a positive relationship with parents and caregivers. Together we share the responsibility of our students to ensure they become successful independent learners, confident creative individuals and active informed citizens.

At NEIS there is a strong focus on inclusion and student wellbeing that is reinforced through individual learning plans and the delivery of differentiated teaching programs.

All elements of quality teaching are embedded in classroom practice.

Our staff are all experienced and expert teachers who actively engage in professional learning directly linked to personal goals and strategic directions.

The school is supported by the Resource Allocation Model (RAM) equity loading in:

- Aboriginal Background
- Low Level Adjustment for Disability
- Quality Teaching, Successful Students
- Socio-economic Background

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Creating A Positive Learning Culture

Purpose

To provide all students with meaningful, effective, future focussed learning experiences through the delivery of a differentiated, personalised and integrated curriculum.

To engage and nurture every child by focussing on their social, emotional and physical well-being allowing them to become more receptive to learning and developing a greater capacity to achieve.

Improvement Measures

All students demonstrate growth in their ability to identify and articulate learning intentions and the importance of maintaining a healthy lifestyle.

All students will achieve success through differentiated, future focussed, personalised learning.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Students use feedback on their learning to identify and articulate their learning intentions and to develop strategies to boost self management, social skills and resilience. This is supported by:

- ILP's /PLAN
- Formative self assessment strategies.

Evaluation	Funds Expended (Resources)
In 2019 the school professional learning staff discussions focused on Learning Intention and Success Criteria within the learning cycle. Staff explored ways in which to include parents/caregivers in three-way parent/student/teacher interviews. In 2020 the school will continue to emphasis parent/carer input into student learning to monitor their growth and attainments. Staff improved their use of Learning Intentions in some lessons with work to continue on this. At this stage students knowing and articulating lesson success criteria is in the early stages of being developed.	Work in this area was completed during regular staff meeting times.

Process 2: Future Focussed Learning

Students are guided, encouraged and provided with opportunities to be future focussed learners through:

- STEAM
- Technology
- Visible Learning
- Flexible learning spaces

Evaluation	Funds Expended (Resources)
In 2019 work began to develop the sensory garden project but this project did not progress due to asbestos contamination of the proposed site. In 2020 the school will investigate alternative ways to address the develop of this area. The Science Room/NOOSH centre was custom fitted and cleaned and was used weekly by each class. This has assisted in the implementation of the Science and Technology curriculum and has enabled greater achievement of stage outcomes in this KLA. It has also provided a better space for teacher release as regular classrooms are free from student noise and created more efficient use of Teacher Professional Learning. Student seating arrangements and space availability will require more work in 2020.	State Government grant \$8,000 titled 'Environmental Sensory Garden'. Additional General Assistance funding to extend to 4-days employment. Science grant \$200 provided additional resources for this Key Learning Area. NSW Department of Education Riverina Environmental Education Centre resources including personnel.

Progress towards achieving improvement measures

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P&C donation of \$2000 which contributed to the refurbishment of the NOOSH facilities.

Strategic Direction 2

Fostering Quality Teaching Practice

Purpose

To foster a culture of continued school improvement where teachers as leaders are committed to individual and collective learning to meet the needs of every student in an inclusive classroom environment. To build teacher capacity through targeted, professional and evidence –based learning practices to ensure the delivery of explicit, sequential and future focussed learning programs.

Improvement Measures

All teachers are working towards personalised performance and development goals, reflective of the teaching standards and linked to the current school plan.

All teachers are engaged in professional learning programs linked to their personal goals to further develop teacher capacity.

Progress towards achieving improvement measures

Process 1: Provide systematic, personalised professional learning that is relevant, future focussed evidence based and aligned with individual PDP's

Evaluation	Funds Expended (Resources)
In 2019 the 7 Steps of Writing PL Program has been implemented into both Year 1 and 2 classrooms. Both teachers agreed that the program has improved student understanding of the writing process, as well as improved engagement levels during the lessons. A comparison study of individual work samples from Term 1 and Term 4 indicated all individual students showed growth in all areas of the writing domain. Teacher survey indicated they were more confident in teaching writing and felt as though the students enjoyed the lessons more than during previous writing programs. Teacher feedback indicated that the program was more suited to Year 2 learners than earlier years. Aspects of the program will continue into 2020 in the Year 1 classroom with a stronger focus in the Year 2 classroom.	Professional Learning (PL) \$3000.

Process 2: Engage in high quality professional learning in Literacy and Numeracy learning progressions.

Evaluation	Funds Expended (Resources)
In 2019 two teachers completed PL focused on the Literacy and Numeracy Learning Progressions and teachers began using the progressions as an assessment tool to support teaching and learning in writing. Work in this area has been identified as a focus in 2020. The regional LANCeR has scheduled PL in the introduction to the Learning Progressions and 3 staff members will attend early in 2020. Focus progression elements will be decided by the substantive Principal in 2020 for all student progress to be regularly monitored through assessment and analysis of student data to inform learning activities to meet student needs.	Professional Learning (PL) funds.

Strategic Direction 3

Promoting Effective Collaborative Leadership

Purpose

To enhance our collective ability to improve student engagement and learning outcomes through the continual expansion of teaching and leadership capacity. To enable and empower all members of the school community to demonstrate leadership and innovation through a collaborative approach to decision making in all areas of school curriculum, practices and policies.

Improvement Measures

All staff are actively engaged in professional learning to strengthen leadership capacity. All students demonstrate growth in leadership capabilities.

80% of parents/carers will become active, collaborative partners in their child's learning.

Progress towards achieving improvement measures

Process 1: Staff/Student Leadership

Staff and students are provided with many opportunities to develop and demonstrate leadership capacity.

Evaluation	Funds Expended (Resources)
In 2019 this area of the school's work focused on student leadership. As a result of this work enhanced processes around identifying and promoting student leadership were noted and put into place e.g. community representations, roles within the school and a stronger student voice.	P&C \$1200 contribution towards purchase of student blazers.

Process 2: Collaborative Leadership

Staff are given the opportunity to build leadership capacity through improved knowledge of curriculum innovation and compliance practices and targeted professional learning.

Evaluation	Funds Expended (Resources)
In 2019 staff members took on specific leadership roles by way of driving school programs and/or activities. Staff expertise was shared to enhance the knowledge of, and delivery of, quality teaching and learning programs. Staff professional goals were aligned to the school's plan.	Goodwill of staff members.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20,853 spent to support the employment of School Learning Support Officer (SLSO) positions.	In 2019 SLSOs were employed to support Aboriginal student learning as well as social and wellbeing supports in and out of classrooms. Communication to families was enhance through the combined work of teaching staff and SLSOs with all Aboriginal families having conversations about student growth and attainments using Individual Learning Plans for all Aboriginal children as a guiding document..
Low level adjustment for disability	\$42,976 in total. Staffing component \$32,015 and flexible component \$10,961.	In 2019 the school used components of this funding to employ a part-time Learning and Support Teacher whose role included specific learning intervention programs for students e.g MiniLit and guided reading programs.
Quality Teaching, Successful Students (QTSS)	\$10,138	In 2019 this funding contributed to the Professional Learning (PL) for staff with a focus on Mathematics and Working Mathematically as well as 7 Steps of Writing. Expertise in the teaching staff was shared to provide PL for all staff. As a result teaching and learning programs reflected new staff learning with specific learning activities to deliver quality teaching to students. PL to link this work to the Literacy and Numeracy progressions enhance this work across the school.
Socio-economic background	\$39,708.	In 2019 this funding combined with other funding sources to allow the school to employ additional teaching staff to support student learning and wellbeing initiatives. Components of this funding was also used to support student participation in extra-curricula events through the year resulting high levels of student participation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	34	32	35	40
Girls	35	24	20	27

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.1	94.5	95.9	93.7
1	89.1	92.5	91.9	93.8
2	94.3	91.5	92.6	92.1
All Years	92.2	92.9	93.3	93.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
All Years	94.1	94.1	93.6	92.9

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.45

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	96,626
Revenue	991,059
Appropriation	953,125
Grants and contributions	36,899
Investment income	1,035
Expenses	-901,983
Employee related	-769,036
Operating expenses	-132,947
Surplus / deficit for the year	89,076

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	103,537
Equity - Aboriginal	20,853
Equity - Socio-economic	39,708
Equity - Language	0
Equity - Disability	42,976
Base Total	674,154
Base - Per Capita	12,905
Base - Location	14,771
Base - Other	646,478
Other Total	51,148
Grand Total	828,839

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.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers:

- * Feedback indicated that the school has an inclusive culture with high level support across the community.
- * The focus on individual student learning and wellbeing was commented on as being of high quality and consistent.
- * Communication between home and school is comprehensive, clear and concise. The parents/caregivers indicated that staff are approachable and easy to access and conversations about student learning have been very helpful.

In 2019 a suggestion was made to revise the school's student behaviour management and support policy and procedures. This will be work of school staff, in collaboration with families, in 2020.

Students:

- * Student attendance is above state average indicating that students enjoy coming to school.
- * Student leadership has been a focus in 2019 and students said that they enjoyed helping out the staff in these leadership areas.
- * The children indicated that they like their teachers and verbalised that they are helped a lot in class with their learning.

The school will work towards improving some aspects of student behaviour management and wellbeing as students in 2019 mentioned they would like to see some improved behaviours and rewards.

Teachers:

- * Professional Learning has been well-received and teachers indicated that it met their learning needs for 2019. They demonstrated an ability to apply new learning and supported each other in the implementation of this learning.
- * Collaborative planning and delivery of subjects was seen as a strong aspect of the school.

With the appointment of a new Principal in 2020 staff are looking forward to the consolidation of school processes and practices.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.