

Glen Innes West Infants School

2019 Annual Report



5116

Introduction

The Annual Report for 2019 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.

School contact details

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Message from the principal

I am very proud to bring you the achievements of Glen Innes West Infants School for 2019. All staff and students have worked hard to produce some great results. A large number of students reached the highest level of our school behaviour system in 2019, with each receiving a gold trophy at our annual presentation night. We again participated in many community events, including the annual Celtic Festival, Dance Spectacular, NAIDOC Week, Education Week and the Small Schools Carnivals. The start of the Glenwood Reading Scheme and Jarjums Playgroup in collaboration with other community organisations, demonstrates our commitment to working with the Glen Innes Community to provide a truly inclusive environment for all.

Lynn Starkey

Principal

Message from the school community

2019 has been a very busy and rewarding year for the P and C. This year the P and C consisted of Virginia Donnelly as Secretary, Jill Roberts as Treasurer, Kyah Armstrong as Canteen Supervisor and myself as President. Additionally, Tara Weatherall has been an invaluable member of our canteen committee in the last couple of terms.

Many enjoyable and successful events have been run by the P and C this year with the continuing aim of fostering a sense of community within the school and to raise funds not only for new items and facilities, but to support the educational programs already in place for the children. For the 2019 school year the P and C ran Easter and Father's Day fundraisers with amazing handmade crafts by Virginia and also a Mother's Day Stall fundraiser. It brings a smile to see some children giving serious thought to which gift their parent will like, or need, the most. The P and C funded the pizza lunch for the student's end of year 'Fun Day' and highlighted the fantastic teamwork performed by not only our members but also our parent volunteers in putting together the BBQ and raffles for presentation evening.

The canteen committee introduced a new Healthy School Canteen menu which has been very successful and ran a healthy choices promotion in which children were rewarded for good food choices with scented markers to take home. A breakfast club was also implemented on Wednesday mornings to promote the importance of being 'fuelled' for a successful school day.

The P and C collaborated with the school to organise and fund new directional signage as you enter the front gates and new wooden borders around some of the play equipment.

A pamphlet and survey were drafted and sent home to parents with the goal of finding out exactly what families want out of the P and C for their children and how we could best give back to Glen Innes West Infant School. While we are yet to receive any replies to this survey we are excited to see what new members and ideas we get in the 2020 school year.

Overall, even with the small number of P and C members we had for 2019, we are pleased that we can continue to

support and help with the growth of an amazing small school such as Glen Innes West Infants.

Special thanks to all those who volunteered their time this year in the P and C as well as to the dedicated teachers who have worked hard through the year to provide the children with such wonderful opportunities, and a special thank you to our new patron Mrs Halloran for her dedication and commitment to the growth of our children and school particularly in the gardens.

I hope everyone here has had a fulfilling school year.

Thank you.

Bianca Armstrong

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 32 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 40% 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

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

All students will demonstrate growth using internal assessment data by applying the 4Cs in Literacy and Numeracy .

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).

Formally assess the 4Cs using the continuum of 4Cs capabilities.

Progress towards achieving improvement measures

Process 1: Research and implement high quality professional learning in the 4Cs as demonstrated by the ability of teachers to understand and apply the continuum. This will be done systematically by targeting one level on the 4Cs continuum per year.

Evaluation	Funds Expended (Resources)
<p>Formal assessment of the 4Cs has not yet begun. Teachers continue to engage with our instructional leader to embed this learning into daily practice before it is formally assessed.</p> <p>NAPLAN results are tracked manually and rely on the good will of local principals in providing results. Students in Year 3 in 2019, whom we were able to track, demonstrated results at or above our expectations with 1 band 6 in Reading and 1 band 5 in Numeracy. There was also 1 band 5 in Spelling and 2 band 6 results in Grammar. 66% of our students outperformed their peer cohort at their new school in Reading and 50% in Writing. 33% outperformed their peers in Spelling, Grammar and Numeracy.</p>	

Next Steps

Teachers will continue to work closely with our Instructional Leader to improve our understanding of the 4Cs and embed them into daily practice.

NAPLAN results will continue to be tracked, with the assistance and cooperation of other local schools.

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.

Improvement Measures

Increase parent participation in school events and parent/teacher interviews.

Increase engagement in learning for all students as indicated by formal and informal observation measures.

Reduce the number of behaviour referrals from 240 in 2017.

Improve student attendance to be in line with or better than state average.

Progress towards achieving improvement measures

Process 1: Parents will feel welcomed into the school by being more actively involved in their child's education..

Evaluation	Funds Expended (Resources)
<p>25 students had parents attend parent/teacher interviews in 2019, only 2 families were not represented.</p> <p>End of year presentation evening was well attended with only 3 families not represented.</p> <p>Grandparents day was a great success and will be continued.</p> <p>Attendance continues to be an issue with an average attendance rate of 86.3, well below the state average of 92.9. Only one student who had less than 85% did not identify as Aboriginal or Torres Strait islander.</p> <p>The number of red slips for behaviour referrals was 149. However, this did not include students with diagnosed behaviour disorders.</p>	

Process 2: Provide staff with professional development in wellbeing and growth mindset.

Students will develop the skills to express their feelings.

Evaluation	Funds Expended (Resources)
<p>Students continued to develop their skills in using the High 5 to deal with minor issues in the playground.</p> <p>No incidents of bullying were reported to staff.</p> <p>Teachers continued to complete the mental health modules from Beyond Blue</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Money was pooled with other sources of equity funding to provide students with small class sizes and individual School Learning Support Officer assistance.</p> <p>\$24 468</p>	<p>This year targeted support was provided to 6 Aboriginal students to work on their Personalised Learning Plan goals daily. They also has the benefit of being in small classes to access more targeted support by the class teacher and Instructional Leader.</p>
English language proficiency	<p>Money was pooled with other sources of equity funding to provide students with small class sizes and individual School Learning Support Officer assistance.</p> <p>\$481</p>	<p>All students who fit this criteria are achieving at or above expectations. No targeted plans were required in 2019.</p>
Low level adjustment for disability	<p>Money was pooled with other sources of equity funding to provide students with small class sizes and individual School Learning Support Officer assistance.</p> <p>\$30 518</p>	<p>This year targeted support was provided to 2 students to work on their Personalised Learning Plan goals relating to social or behavioural skills. Another 8 students were target for learning assistance due to low level disability. They also had the benefit of being in small classes to access more targeted support by the class teacher and Instructional Leader.</p>
Socio-economic background	<p>Money was pooled with other sources of equity funding to provide students with small class sizes and individual School Learning Support Officer assistance.</p> <p>\$75 117</p>	<p>Small classes sizes were implemented to access more targeted support by the class teacher and Instructional Leader. This aims to provide the best possible start for students to overcome the difficulties associated with this cohort of students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	17	14	23	20
Girls	20	22	19	15

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.6	89.3	90.6	84.2
1	89.6	88.4	90.7	88.9
2	91.4	94.7	88	84.4
All Years	89.9	91	90	86.3
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)	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

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	150,268
Revenue	786,765
Appropriation	777,262
Sale of Goods and Services	560
Grants and contributions	8,192
Investment income	751
Expenses	-678,330
Employee related	-632,887
Operating expenses	-45,443
Surplus / deficit for the year	108,435

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	25,196
Equity Total	130,583
Equity - Aboriginal	24,468
Equity - Socio-economic	75,117
Equity - Language	481
Equity - Disability	30,518
Base Total	493,254
Base - Per Capita	9,855
Base - Location	13,027
Base - Other	470,372
Other Total	108,402
Grand Total	757,434

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

At the end of 2019 surveys were sent to all families to gauge parent and student satisfaction with the school, its environment, values, staff and facilities. Of the 28 surveys sent home, 10 were returned. 70% of respondents rated the school as excellent or very good in all areas covered by the survey. The remaining 30% ranked the school as excellent, very good or neutral in the areas of "school experience", "values", "staff" and "facilities". One survey indicated that they did not feel they were well informed about their child's progress and there was a lack of opportunity to interact with the school. Another survey indicated that they did not feel welcome and that parent concerns were not taken seriously and 2 surveys noted that bullying was not noticed and dealt with. No surveys ranked the school at the lowest level in any area, potentially indicating that the comments below "neutral" were of a minor nature.

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.