

# 2020 Annual Report

## Glen Innes West Infants School



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# Introduction

The Annual Report for 2020 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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Glen Innes West Infants School

Coronation Ave

Glen Innes, 2370

[www.gleninnesw-p.schools.nsw.edu.au](http://www.gleninnesw-p.schools.nsw.edu.au)

[gleninnesw-p.school@det.nsw.edu.au](mailto:gleninnesw-p.school@det.nsw.edu.au)

6732 2459

## School vision

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 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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)
Due to COVID-19 and the cost of travel for facilitators to attend our school, this program was not fully implemented.  There was no NAPLAN in 2020 due to COVID-19, therefore results were not available.	\$1000

#### Next Steps

Staff will investigate other ways of including the 4Cs into learning activities based on the NSW Syllabus documents General Capabilities.

## 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>Parents engaged well with staff during COVID-19 learning from home activities. However, this was largely instigated by staff. Teachers contacted families regularly and held parent/teacher interviews over the phone.</p> <p>The school was unable to hold functions which parents normally attend therefore parental engagement cannot be accurately judged. The Fathering Project was proving very successful until the advent of COVID-19.</p> <p>Attendance at P&amp;C was low. This could have been, in part, due to the necessity to use zoom meetings as many of our families do not have the technology needed to access this.</p> <p>Student attendance continues to be a concern with a high level of unexplained absences and only 54% of students attending 90% of the time or more.</p> <p>There were only 81 red slips in 2020 for behaviour issues.</p>	<p>Fathering Project \$1000</p> <p>Attendance Rewards \$800</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>By working on the High 5 system with students, they were enabled to solve minor playground issues by themselves.</p> <p>Staff completed training in mental health and well-being and mental health first aid. This assisted them in dealing with children suffering from trauma.</p>	<p>Mental Health Training \$500</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$28 214.00)	End of year reading levels indicated that the percentage of students achieving at or above expected grade level was the same for Aboriginal and non-Aboriginal students.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$1 059.00)	100% of Non-English speaking background students achieved at or above expected grade level in reading.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$31 417.00)	The 3 class structure allowed the Principal to be released from other teaching duties to provide one on one support for students with learning difficulties.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$66 968.00)	Overall, 65% of students achieved at or above grade expectation in reading.  End of year maths assessments indicate that in the areas of Additive Strategies and Quantifying Numbers, Kindergarten students had a good understanding of these concepts. Year 1 and 2 had also made significant gains in Quantifying Numbers and continued to work on Additive Strategies.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	14	23	20	16
Girls	22	19	15	13

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.3	90.6	84.2	93.8
1	88.4	90.7	88.9	85.9
2	94.7	88	84.4	89.8
All Years	91	90	86.3	89.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
All Years	94.1	93.6	92.9	92.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	1.31
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	258,703
<b>Revenue</b>	771,337
Appropriation	762,562
Sale of Goods and Services	1,641
Grants and contributions	6,896
Investment income	238
<b>Expenses</b>	-718,168
Employee related	-659,719
Operating expenses	-58,449
<b>Surplus / deficit for the year</b>	53,168
<b>Closing Balance</b>	311,871

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	18,849
<b>Equity Total</b>	127,658
Equity - Aboriginal	28,214
Equity - Socio-economic	66,968
Equity - Language	1,059
Equity - Disability	31,417
<b>Base Total</b>	497,860
Base - Per Capita	8,418
Base - Location	11,831
Base - Other	477,611
<b>Other Total</b>	110,338
<b>Grand Total</b>	754,705

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

During COVID-19 learning from home activities, parents were asked to informally assess their satisfaction with the activities and the level of support provided. 90% of families engaged with the home learning during the whole learning from home period and were very happy with the activities and support provided. Approximately 8 students attended school each day during this time. They completed the same activities as were provided for students learning from home but in a combined class setting. Upon returning to normal class routines all students indicated that they were very happy with our school and glad to be back. Teachers indicated that they found working from home difficult. However, once systems and routines were established, teachers indicated that they were extremely satisfied with the relationships they developed with families during this period.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.