

2021 Annual Report

Glen Innes Public School



GLEN INNES PUBLIC SCHOOL

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Introduction

The Annual Report for 2021 is provided to the community of Glen Innes Public 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 Strategic Improvement 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.

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School vision

At Glen Innes Public School, we take *pride* in our school and learning, *respect* all and celebrate *success* of our whole school and wider community. We value high quality education in which all students feel known, valued and cared for and where every student and every staff member improves every year.

School context

Glen Innes Public School is situated in the NSW Northern Tablelands, traditional land of the Ngoorabul people.

Glen Innes is a rural community 100km to the north of Armidale on the New England Highway. The major economic base for the community relies on sheep and cattle grazing as well as additional industries.

The school was established in 1875. It features extensive grounds, a significant environmental creek area and a range of architectural styles from its oldest building, a former church (1870). The school is well resourced with faculties including: a wellbeing centre, a multi-purpose court, a sensory space, kitchen garden and music room.

The school currently provides for 400 students from Kindergarten to Year 6 including a support class. Approximately 25% of the students identify as being of Aboriginal or Torres Strait Islander background. 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.

The school has strong transition programs for students entering Kindergarten, Year 3 and moving into High School.

Glen Innes Public School offers a range of high quality educational and wellbeing programs that improve student outcomes, including: Positive Behaviour for Learning (PBL), Kitchen Garden Cooking program, NECOM supported school band, Learning and Support Programs and various sporting opportunities.

As a result of a thorough Situational Analysis, the school has identified key areas for future growth. These include continually improving student learning with a focus on reading, numeracy, attendance and wellbeing, empowering teachers to enrich their pedagogy and practice, and to develop the skills of school leaders to be strong, strategic and effective.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Glen Innes Public School strives to improve student learning outcomes, with a continued focus on individual learning needs of all students, with an emphasis on reading, numeracy, attendance and wellbeing, using school-wide assessment and analysis of data to drive teaching and learning. (School Excellence Framework (SEF) Learning domain)

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data informed personalised learning
- Connecting and Thriving to Succeed

Resources allocated to this strategic direction

Socio-economic background: \$20,000.00

Summary of progress

Although 2021 was a challenging year due to the impacts of Covid, Glen Innes Public School saw very pleasing student results in NAPLAN and in whole school data collection. This was especially impressive in the area of Reading, which has been a strong focus in the school. Student wellbeing continues to be a focus area with results indicating the need for further development in this area.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading and Numeracy Increase the upward trend of the percentage of students in the top two bands of NAPLAN Reading in Year 3 and Year 5 from baseline of 18.5%. Increase the upward trend of the percentage of ATSI students in the top three bands of NAPLAN Reading in Year 3 and Year 5 from baseline of 21.2%. Increase the upward trend of the percentage of students in the top two bands of NAPLAN Numeracy in Year 3 and Year 5 from baseline of 11.8%. Increase the upward trend of the percentage of ATSI students in the top three bands of NAPLAN Numeracy in Year 3 and Year 5 from baseline of 14.4%.	<p>Increase the upward trend of the percentage of students in the top two bands of NAPLAN Reading in Year 3 and Year 5 from baseline of 18.5% - 2021 NAPLAN results indicate that 27.7% of students achieved in the top two bands of NAPLAN Reading, an increase of 14.1% from 2019 results (13.6%). These results exceeded the lower bound target by 0.7%. Glen Innes Public School results in 2020 were above Statistically Similar School group by 4% (23.7%) and below State results by 18.8% (46.5%).</p> <p>Increase the upward trend of the percentage of ATSI students in the top three bands of NAPLAN Reading in Year 3 and Year 5 from baseline of 21.2%- 2021 NAPLAN results indicate that 43.5% of ATSI students achieved in the top three bands of NAPLAN Reading, an increase of 35.5% from 2019 results (8.0%). These results exceeded the lower bound target by 13.9%. Glen Innes Public School results in 2021 were above Statistically Similar School group by 1.3% (42.18%) and slightly below State results by 0.24% (43.26%).</p> <p>Increase the upward trend of the percentage of students in the top two bands of NAPLAN Numeracy in Year 3 and Year 5 from baseline of 11.8% - 2021 NAPLAN results indicate that 11.8% of students achieved in the top two bands of NAPLAN Numeracy, a slight increase of 0.1% from 2019 results (11.7%). These results are trending upwards towards Statistically Similar School group and State results.</p> <p>Increase the upward trend of the percentage of ATSI students in the top three bands of NAPLAN Numeracy in Year 3 and Year 5 from baseline of 14.4% - 2021 NAPLAN results indicate that 18.2% of ATSI students achieved in the top three bands of NAPLAN Numeracy, an increase of 10.2% from 2019 results (8%). These results are trending upwards towards Statistically Similar School group and State results.</p>

<p>Reading and Numeracy Growth</p> <p>Increase the upward trend of the percentage of students achieving expected growth in NAPLAN Reading from baseline of 24.5%.</p> <p>Increase the upward trend of the percentage of students achieving expected growth in NAPLAN Numeracy from baseline of 37.3%.</p>	<p>Increase the upward trend of the percentage of students achieving expected growth in NAPLAN Reading from baseline of 24.5% - 2021 NAPLAN results indicate that 70% of students achieved expected growth, an increase of 35% from 2019 results (35%). These results exceeded the 2023 lower bound target by 10.5%. Glen Innes Public School results in 2021 were above Statistically Similar School group by 8.61% (61.39%) and State results by 6.09% (63.91%).</p> <p>Increase the upward trend of the percentage of students achieving expected growth in NAPLAN Numeracy from baseline of 37.3% - 2021 NAPLAN results indicate that 68.29% of students achieved expected growth, an increase of 30.82% from 2019 results (38.46%). These results exceeded the 2023 lower bound target by 17.69%. Glen Innes Public School results in 2021 were above Statistically Similar School group by 18.47% (49.82%) and State results by 10.79% (57.5%).</p>
<p>Attendance and Wellbeing</p> <p>Increase the upward trend of the percentage of students attending >90% from baseline of 61.8%</p> <p>Increase the upward trend of the percentage of students reporting positive wellbeing from baseline of 86.3%.</p>	<p>Increase the upward trend of the percentage of students attending >90% from baseline of 61.8% - Data in 2021 indicates that 57.23% of students attended school >90% of time. This is lower than the baseline and was impacted by Covid 19.</p> <p>Increase the upward trend of the percentage of students reporting positive wellbeing from baseline of 86.3% - Data in 2021 from Tell Them from Me surveys indicated that 85.75% reported positive wellbeing. This is lower than the baseline and was impacted by Covid 19.</p>
<p>Improvement as measured in the 2021 SEF S-aS process, in the Learning domain in the areas of</p> <ul style="list-style-type: none"> - Value-add (Working Towards Delivering to Delivering) - Behaviour (Delivering to Sustaining and Growing) - Formative assessment (Delivering to Sustaining and Growing) - Student engagement (Delivering to Sustaining and Growing) - Whole school monitoring of student learning (Delivering to Sustaining and Growing) - Curriculum provision (Delivering to Sustaining and Growing) - Differentiation (Delivering to Sustaining and Growing) - Parent engagement (Delivering to Sustaining and Growing) 	<p>The SEF S-aS was completed by The Leadership Team during Term 4 2021 and indicated the following:</p> <ul style="list-style-type: none"> - Value-add - Delivering - Behaviour - Sustaining and Growing - Formative assessment - Delivering - Student engagement - Delivering - Whole school monitoring of student learning - Delivering - Curriculum provision - Sustaining and Growing - Differentiation - Sustaining and Growing - Parent engagement - Sustaining and Growing

Strategic Direction 2: Teacher growth and attainment

Purpose

Glen Innes Public School strives to empower teachers to enrich their pedagogy and practice, embedding rich teaching and learning programs to ensure every teacher improves every year. (School Excellence Framework (SEF) Teaching domain)

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching K-6

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$148,000.00

Professional learning: \$2,000.00

Summary of progress

Although 2021 was a challenging year due to the impacts of Covid and the limited availability of professional learning experiences, especially those delivered face-to-face, Glen Innes Public School continued to work towards the development in Quality Teaching K-6. Some progress was made in areas of the School Excellence Framework Teaching domain.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement as measured in the 2021 SEF S-aS process, in the Teaching domain in the areas of - Lesson planning (Delivering to Sustaining and Growing) - Explicit teaching (Delivering to Sustaining and Growing) - Feedback (Delivering to Sustaining and Growing) - Data literacy (Delivering to Sustaining and Growing) - Data analysis (Delivering to Sustaining and Growing) - Data use in teaching (Delivering to Sustaining and Growing) - Data use in planning (Delivering to Sustaining and Growing) - Classroom management (Delivering to Sustaining and Growing) - Collaborative practice and feedback (Delivering to Sustaining and Growing)	The SEF S-aS was completed by The Leadership Team during Term 4 2021 and indicated the following: - Lesson planning - Sustaining and Growing - Explicit teaching - Delivering - Feedback - Delivering - Data literacy - Delivering - Data analysis - Sustaining and Growing - Data use in teaching - Delivering - Data use in planning - Delivering - Classroom management - Sustaining and Growing - Collaborative practice and feedback - Sustaining and Growing - Professional learning - Sustaining and Growing - Improvement of practice - Sustaining and Growing

Growing)

- Professional learning (Delivering to **Sustaining and Growing**)
- Improvement of practice (Delivering to **Sustaining and Growing**)

Strategic Direction 3: Leadership growth and attainment

Purpose

Glen Innes Public School strives to empower school leaders to develop the skills of strong, strategic and effective leadership. Rich leadership programs will be embedded to ensure every leader improves every year. School leaders will ensure that administrative systems, structures, processes and resources are used strategically to improve student outcomes and provide high quality service delivery. (School Excellence Framework (SEF) Leading domain)

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence of continuous improvement in school leadership
- Community connections

Resources allocated to this strategic direction

Summary of progress

Although 2021 was a challenging year due to the impacts of Covid and the limited availability of professional learning experiences, especially those delivered face-to-face, Glen Innes Public School continued to work towards the development of Leadership across the school for both students and staff. Some progress was made in areas of the School Excellence Framework Leading domain.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement as measured in the 2021 SEF S-aS process, in the Leading domain in the areas of - High expectations culture (Delivering to Sustaining and Growing) - School Plan (Delivering to Sustaining and Growing) - Instructional Leadership (Sustaining and Growing to Excelling) - Performance management and development (Sustaining and Growing to Excelling) - Community engagement (Sustaining and Growing to Excelling) - Continuous improvement (Sustaining and Growing to Excelling) - Annual report (Sustaining and Growing to Excelling) - Staff deployment (Sustaining and Growing to Excelling) - Financial management (Sustaining	The SEF S-aS was completed by The Leadership Team during Term 4 2021 and indicated the following: - High expectations culture - Sustaining and Growing - School Plan - Sustaining and Growing - Instructional Leadership - Sustaining and Growing - Performance management and development - Sustaining and Growing - Community engagement - Sustaining and Growing - Continuous improvement - Sustaining and Growing - Annual report - Sustaining and Growing - Staff deployment - Excelling - Financial management - Excelling - Service delivery - Excelling - Community satisfaction - Excelling

and Growing to **Excelling**)

- Service delivery (Sustaining and Growing to **Excelling**)

- Community satisfaction (Sustaining and Growing to **Excelling**)

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$117,676.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glen Innes Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/curriculum adjustments • consultation with external providers for the implementation of behaviour interventions • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Employment of staff to provide additional support for students who have high-level learning needs release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$382,058.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glen Innes Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed personalised learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • resourcing to increase equity of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Year 3 and 5 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Reading trending upwards towards both state and SSSG Improved attendance rates and student engagement in learning (Covid impacted)</p>

<p>Socio-economic background</p> <p>\$382,058.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to continue to engage parents/carers to increase attendance rates for students through the inclusion of Attendance Improvement Plans. Continued employment of additional staff to implement programs and initiatives within the school. Supplementation of extra-curricular programs to allow equitable access for all students and the purchasing of additional resources across the school to support teaching and learning programs.</p>
<p>Aboriginal background</p> <p>\$135,660.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glen Innes Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Higher engagement levels for Aboriginal students</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to continue to engage a literacy and numeracy focus for all Aboriginal students, and to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glen Innes Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Improved outcomes and engagement of EAL/D students</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to capitalise on teacher confidence and their capacity to develop and implement teaching and learning experiences that reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$281,136.00</p>	<p>students at Glen Innes Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in an increase of students achieving at or above expected growth in NAPLAN results. The school delivered a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further expansion of the learning support team, and the provision of additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$82,443.00</p>	<p>The location funding allocation is provided to Glen Innes Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to continue to develop and delivering professional learning open to other schools, supporting the school to increase collaboration and support student inclusion in all school activities.</p>
<p>Literacy and numeracy</p> <p>\$7,951.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glen Innes Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy

<p>Literacy and numeracy</p> <p>\$7,951.00</p>	<p>The allocation of this funding has resulted in: Improved student results K-6 in Reading. This is evidenced in whole school data collection and NAPLAN results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Next steps include the introduction of decodable texts in K-2 and the professional development of staff in administering various Literacy based programs.</p>
<p>Early Action for Success (EAfS)</p> <p>\$319,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Glen Innes Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching K-6 • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: An increase in percentage of students in the top two bands in Reading from 13.6% to 27.7% An increase in percentage of students in the top two bands in Numeracy from 8.0% to 18.2%</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued focus in area of Reading and an increased focus in the area of Numeracy.</p>
<p>QTSS release</p> <p>\$74,558.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glen Innes Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers work collaboratively to plan, teach and assess quality evidence-based and engaging learning experiences for all students. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p>

<p>QTSS release</p> <p>\$74,558.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To provide continued support for teachers for continued improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glen Innes Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: An increase in the number of students achieving average benchmark level in Kindergarten, Year 1 and Year 2</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To support our students through the introduction of decodable texts in K-2 classrooms, and home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.</p>
<p>COVID ILSP</p> <p>\$229,116.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in:</p> <p>The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	217	222	198	209
Girls	166	173	180	189

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.1	92.3	89.8	88.5
1	90.6	90.8	93.1	88.5
2	91.2	90.6	91	89.3
3	90.8	90.1	92.1	88.3
4	90.6	90.4	89.6	88
5	89.4	87.7	91	86.4
6	88.4	89.8	88.7	86.3
All Years	90.3	90.2	90.7	87.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Assistant Principal(s)	4
Classroom Teacher(s)	15.38
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.22

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	641,465
Revenue	5,081,117
Appropriation	5,029,681
Sale of Goods and Services	15,677
Grants and contributions	25,166
Investment income	593
Other revenue	10,000
Expenses	-5,269,606
Employee related	-4,438,374
Operating expenses	-831,231
Surplus / deficit for the year	-188,489
Closing Balance	452,976

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.

	2021 SBAR Adjustments (\$)
Targeted Total	174,673
Equity Total	781,342
Equity - Aboriginal	135,744
Equity - Socio-economic	362,059
Equity - Language	2,400
Equity - Disability	281,139
Base Total	3,014,462
Base - Per Capita	94,455
Base - Location	82,444
Base - Other	2,837,563
Other Total	711,915
Grand Total	4,682,392

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.

School performance - 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Throughout the year, Glen Innes Public School encourages feedback from all staff, parents/carers and community members. This feedback is used to further develop existing school practices and introduce other practices to support student, teacher and leadership development.

Glen Innes Public School uses the Tell Them From Me surveys as a feedback tool for students, parents/carers and staff. The Tell Them From Me survey is scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provided feedback to the school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Results from the survey for parents/carers indicate:

- Parents feel welcomed 7.5/10
- Parents are informed 6.3/10
- Parents support learning at home 7/10
- School supports learning 7.4/10
- School supports positive behaviour 7.9/10
- Safety at school 7.1/10
- Inclusive school 6.8/10

'Effective schools' research has identified the most important correlates of student outcomes. The questions in the survey were grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

Results from the survey for teachers, based on the Eight Drivers of Student Learning, indicate:

- Leadership 7.2/10
- Collaboration 7.7/10
- Learning Culture 7.6/10
- Data informs Practice 7.2/10
- Teaching Strategies 7.5/10
- Technology 6.4/10
- Inclusive School 7.8/10
- Parent Involvement 6.4/10

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.