

2021 Annual Report

Narrandera East Infants School



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Introduction

The Annual Report for 2021 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 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 Narrandera East Infants School we aim to provide excellence in early learning through a culture of continual improvement that effectively responds to the social, emotional and learning needs of our students.

School context

Established in 1961, Narrandera East Infants School (NEIS) is a unique Kindergarten to Year 2 school offering students a strong start to their educational journey, within a safe nurturing environment. The school is located on the eastern edge of the township of Narrandera, a thriving rural community in the heart of Wiradjuri Land, alongside the Murrumbidgee River, in the Riverina Region of NSW. The school caters for a diverse and rich range of family backgrounds with a current enrolment of 59 students including 10 Aboriginal students and 8 students from English as an Additional Dialect background.

Through this diversity NEIS has a strong belief that every student is known, valued and cared for through a focus on specific student wellbeing programs, equity and inclusion which is reinforced through proactive processes and differentiated individual learning pathways. The school offers strong cultural, sporting, leadership and extra curricula programs, with close proximity to natural bushland, and community sporting facilities.

The school conducted a situational analysis in consultation with staff, parents, students and the community. Based on the outcome of this process, the school will focus on developing consistent classroom practice informed by effective use of data to maximise learning for all students from a variety of ability ranges. High expectations and strong partnerships across the entire school community will improve student wellbeing which directly leads to improvement in student learning. A focus on evidence based literacy and numeracy programs is also a feature of the school's commitment to improvement.

These focus areas aim at ensuring our school continues to improve and best meet the aspirations of our community.

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	Excelling
LEARNING: Curriculum	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve growth and attainment in reading and numeracy, there will be consistent school-wide practices that monitor and respond, using evidence based strategies, to what individual students know and understand.

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.

- Effective Classroom Practice
- Learning and Development

Resources allocated to this strategic direction

Integration funding support: \$199,218.00
Literacy and numeracy intervention: \$23,544.78
Socio-economic background: \$52,593.98
Literacy and numeracy: \$3,485.37
Professional learning: \$8,798.03
Low level adjustment for disability: \$33,635.40
Location: \$15,531.41
QTSS release: \$11,323.92
Teaching Principal Relief: \$41,405.00
Beginning teacher support: \$14,845.00

Summary of progress

Effective Classroom Practice

Our focus for 2021 was on developing a shared understanding of how students learn to read, and applying effective classroom practices that facilitated reading success. With a focus on targeted Professional Learning, provided through 'Reading in the Early Years', teachers were guided through the process of developing a consistent school-wide understanding and evidence informed practices that accelerated learning. Professional dialogue within the staff focused on individual and grouped student need. Student learning outcomes in phonemic awareness, phonic knowledge / word recognition, fluency and understanding texts have been tracked through the collection and analysis of assessment data using the National Literacy Learning Progressions.

In 2022 in this initiative, more opportunity for differentiated support will be provided to teaching staff, in the form of coaching and mentoring, at their point of need. An Assistant Principal in Curriculum and Instruction is to be employed for the next three years whose sole role is to improve teacher classroom practice which is student focused, data driven and evidence based. The prospect of developing networks with other schools will be explored in 2022, with the intention of extending collaborative opportunities for staff.

Learning and Development

Our focus for 2021 in the area of *Learning and Development* has been on feedback in reading. Teachers received professional learning in effective feedback as an evidence based strategy for accelerating learning. Teachers ensure feedback is focused on specific tasks, learning processes and / or student efforts, is timely, and purposeful. Teachers routinely review learning with each individual student, ensuring all students have a clear understanding of how to improve in reading.

In 2022 Teachers will enhance their capacity to elicit feedback to inform learning. Staff will participate in professional learning in formative assessment strategies that include feedback. Teachers will also improve in formative assessment data skills and use to inform teaching. A series of Peer Observation rounds that focus on how teachers elicit, provide and use feedback including 'I Can' Statements, Success Criteria and Learning Intentions, and visible learning techniques such as bump it up walls will be implemented.

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
The percentage of students in the top two bands in reading for students who were at Narrandera East Infants School before attending Year 3 at Narrandera Public School will increase by 6%.	The percentage of Year 3 (past NEIS) students achieving in the top two bands in NAPLAN reading has improved by 15%.
The percentage of students in the top two bands in numeracy for students who were at Narrandera East Infants School before attending Year 3 at NPS will increase by 2%.	The percentage of Year 3 (past NEIS) students achieving in the top two bands in NAPLAN numeracy has improved by 8%.
The number of students in Year 1 demonstrating improvement in the Year 1 Phonics Assessment has increased by 3%	The number of students showing improvement in the year 1 phonics assessment has increased by 2%.

Strategic Direction 2: SD 2 Wellbeing for Learning

Purpose

In order to support the wellbeing of all students so that they can connect, succeed, thrive and learn, the whole school operates in a strategically proactive and planned approach using evidence informed wellbeing practices.

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.

- Wellbeing
- Individual Learning Needs

Resources allocated to this strategic direction

School and Community 6300: \$20,000.00

School support allocation (principal support): \$13,604.80

Aboriginal background: \$24,161.03

Low level adjustment for disability: \$12,915.06

Socio-economic background: \$5,000.00

Summary of progress

The focus in 2021 in this initiative has been to strengthen processes that support improved attendance. This has been achieved by developing a deeper understanding of the explicit links between attendance and student learning outcomes, as well as strategic resourcing to employ a SASS staff member to regularly monitor and respond to attendance data. All student attendance is now reported to parents on a 5 weekly cycle with 100% student attendance celebrated and any concerns addressed through scheduled meetings. Community understanding of what constitutes justified absences have been discussed. The family and school community's knowledge and expectation of attendance has improved as a result of these measures.

Processes and practices that support individual student wellbeing have also been a focus. In 2021 after much research and resourcing, the school created a 'Sensory Room' to support self regulation and promote personal emotional responsibility. The sensory room has improved behaviour management, engagement and 'readiness to learn' of students with higher emotional regulatory or sensory processing needs.

In 2022 we will focus on ensuring new kindergarten families are aware of attendance matters as a proactive strategy before any potential negative patterns may emerge. Staff will engage in professional learning in 'Attendance Matters' and adopt best practice in improving and maintaining attendance to meet our target attendance rate of 90%. Whole school staff will participate in Berry Street Education Model training and all classrooms will adopt trauma informed practices that support emotional regulation and 'readiness to learn'.

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
The percentage of students attending school for greater than 90% of the time will increase by 4%	The number of students attending greater than 90% of the time or more has decreased by 7% however this is still above state average.
80% of students students, 100% of staff and 50% of families show an improvement in understanding of school values and processes that enhance wellbeing	All students and staff, and 60% of families showed an improvement in understanding of school values and wellbeing processes.
80% of families attend learning based invitations to discuss student progress.	75% of families attended learning based 3 way conferences or parent teacher interviews to discuss student progress.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$199,218.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narrandera East Infants 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"> • Effective Classroom Practice <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 • consultation with external providers for the implementation of the sensory room • implementation of targeted programs to differentiate wellbeing programs <p>The allocation of this funding has resulted in: Improved learning outcomes for students with additional needs. The sensory room has improved the emotional regulation of students with additional needs allowing them more time to access the curriculum. The 'structured play' and breakfast programs have improved positive relationships and social interaction outside of the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to fund co-educators in the classroom to support students with additional needs, and to build on their professional practice through targeted professional learning linked to their Professional Development Plans. Use funds to release co-educators to visit neighboring schools to observe and learn more effective strategies to support student learning and wellbeing.</p>
<p>Socio-economic background</p> <p>\$62,593.98</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narrandera East Infants 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"> • Wellbeing • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • professional development of staff through the Berry Street Education Model to support empathy and engagement of student's from low socio economic backgrounds • providing students without economic support for educational materials, uniform, equipment and other items • engage with external providers, specifically occupational therapists to support student engagement and retention <p>The allocation of this funding has resulted in: equitable access for students from low socio economic families to the curriculum and extra curricula activities, hence improving their learning outcomes and life prospects.</p> <p>After evaluation, the next steps to support our students with this funding will be: Re-engaging with families following COVID-19 restrictions, providing opportunities to increase school-home connections, and to engage with families of all students.</p>

<p>Aboriginal background</p> <p>\$24,161.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narrandera East Infants 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • relocation, beautification and erection of the Aboriginal flag alongside the Australian flag. <p>The allocation of this funding has resulted in: Aboriginal students' developing a deeper connection with their school being on Wiradjuri country, and their learning being authentically connected to their culture. Aboriginal students are encouraged to be aware and curious of their heritage, be proud of their culture and traditions, and to know of the support available to support them in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Strengthening authentic connections to country. Staff will participate in a local Aboriginal workshop visiting nearby places of cultural significance to develop a renewed understanding of the history of Wiradjuri people.</p>
<p>Low level adjustment for disability</p> <p>\$59,465.52</p>	<p>Low level adjustment for disability equity loading provides support for students at Narrandera East Infants 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"> • Effective Classroom Practice • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Improvement in learning outcomes, as well as social and emotional growth for students with additional learning support needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Use these financial resources strategically to employ extra support personnel in classrooms which has the greatest impact in improving access to curriculum for students with additional needs.</p>
<p>Location</p> <p>\$15,531.41</p>	<p>The location funding allocation is provided to Narrandera East Infants 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</p>

<p>Location</p> <p>\$15,531.41</p>	<p>including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: purchase of 20 ipads to support learning engagement and small group technology support.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to supplement the technology for learning rollout to ensure all classrooms have up-to-date technology resources to support 21st century learning, and to support teachers in using resources to their full potential.</p>
<p>Literacy and numeracy</p> <p>\$3,485.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Narrandera East Infants 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Training and resources in the MiniLit reading intervention program <p>The allocation of this funding has resulted in: Improved reading skills in all target students participating in MiniLit. All students who participated in MiniLit reported to feel more confident and capable in reading when returning to mainstream learning. Phonological Awareness skills improved in all Year 1 students following use of the MiniLit decodable readers as a part of reading groups explicit teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022 .</p>
<p>QTSS release</p> <p>\$11,323.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narrandera East Infants 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers have been supported to embed evidence based, high impact teaching strategies in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued to be utilised to provide opportunity for teachers to collaborate and implement explicit teaching techniques</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Narrandera East Infants School who may be at risk of not meeting minimum</p>

<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of literacy and numeracy interventionist 3 days a week to provide personalised differentiated learning to identified students . <p>The allocation of this funding has resulted in: High quality differentiated teaching practices supported by greater staffing numbers has lead to improved engagement and individual student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022.</p>
<p>COVID ILSP</p> <p>\$49,166.57</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 co-educators whos role was providing intensive small group tuition for identified students in the areas of reading and mathematics. <p>The allocation of this funding has resulted in: improved learning outcomes for students returning to school from COVID lockdown where a significant impact to learning was identified.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue small group tuition in Literacy and Numeracy to reduce the gaps in learning for those identified students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	35	40	31	29
Girls	20	27	25	31

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.9	93.7	90.9	86.1
1	91.9	93.8	95.1	90.3
2	92.6	92.1	94.5	92.6
All Years	93.3	93.2	93.7	89.4
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
All Years	93.6	92.9	92.1	92.7

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
Classroom Teacher(s)	3.03
Literacy and Numeracy Intervention	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, 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	179,118
Revenue	1,283,937
Appropriation	1,262,186
Sale of Goods and Services	175
Grants and contributions	20,602
Investment income	175
Other revenue	800
Expenses	-1,300,791
Employee related	-1,137,811
Operating expenses	-162,980
Surplus / deficit for the year	-16,853
Closing Balance	162,265

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	199,218
Equity Total	133,305
Equity - Aboriginal	24,161
Equity - Socio-economic	62,594
Equity - Language	0
Equity - Disability	46,550
Base Total	778,710
Base - Per Capita	13,805
Base - Location	15,531
Base - Other	749,373
Other Total	63,956
Grand Total	1,175,189

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

Parent / Caregiver surveys indicated that 86% of school families felt connected with and informed of school operations. The majority of parents acknowledged feeling welcomed and a part of the school community. 92% of families surveyed indicated they felt highly supported by the school during the COVID-19 lockdown. 90% of Parents surveyed were satisfied with the use of Schoolzine and Class Dojo APPS for communication around administration and learning, however most parents stated they still felt isolated from school due to COVID restrictions. Suggestions were to keep the drop off and pick up routines the same, even when COVID restrictions ease as it has developed a strong sense of independence and improves teachers' readiness in the mornings.

When questioned on their thoughts whether the school was improving over the year, most parents agreed that their child had progressed at an expected level in the area of reading. Parents recognised the physical resource improvement of the sensory room was a great asset to support the school's ability to respond to the social and emotional needs of students, and 100% parents of students with extra support needs stated they felt the sensory room activities helped their child with preparing to learn.

100% of students could articulate the school values and 85% could identify a positive behaviour that falls within those values.

Families were very positive in their views of how our school caters for sporting opportunities compared to other school's infants sport programs, especially our use of local sport facilities such as the stadium and aquatic centre.

Parents of Aboriginal students were highly satisfied with our connections to Aboriginal cultural perspectives, however the Aboriginal Education Consultative Group inc. were hopeful we could employ an Aboriginal Education Officer in 2022 to strengthen those connections even more.

100% of teaching and non-teaching staff felt as though the workplace at NEIS was inclusive and positive and the expectation was that every member of staff was improving every year. 100% of teaching staff reported an improvement in their understanding of how students learn to read, and in their ability to teach students how to read. All students in Year 2 could articulate what strategies good readers use to improve.

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.