

2022 Annual Report

Narrandera East Infants School



4214

Introduction

The Annual Report for 2022 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Delivering
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: \$160,937.00

Professional learning: \$8,998.67

Beginning teacher support: \$15,217.00

QTSS release: \$11,032.42

AP Curriculum & Instruction: \$30,114.20

Socio-economic background: \$90,863.88

Low level adjustment for disability: \$45,839.82

Summary of progress

Effective Classroom Practice

The focus for 2022 was on improving reading pedagogy so that it was evidence-based, consistent from classroom to classroom, reflective and evaluative. This involved targeted professional learning in phonological awareness strategies and by implementing a complete rollout of the Heggerty program. As a result, evidence showed improved phonological awareness across all cohorts from their first check in assessment to their second. On first glance of the third check in assessment across the cohorts there seems to be some regression in the different areas, however on extracting the students' individual data, this is not the case. Each student saw growth across the implementation of the program bar one or two due to external factors of influence. Overall the program gave students and teachers consistent strategies in the development of their phonological awareness skills, which has supported the enhancement of reading throughout the school. The teachers also used the Teaching and Learning Cycle in conjunction with the National Literacy Learning Progressions in order to track and monitor the growth of students in reading. Teachers were able to pinpoint areas in need of improvement within their cohorts, and address this by implementing further learning opportunities in order for the students to develop and strengthen these skills. Students were plotted on the Learning Progressions in terms of their reading ability and collegial discussions were held on how to further support students in their academic growth.

Next year the focus will continue to use the Teaching and Learning Cycle in conjunction with the National Literacy Learning Progressions in order to differentiate learning activities in the classroom, and teach to the point of need. Teachers will use the Learning Progressions to monitor growth of the students. Teachers will implement Learning Intentions and Success Criteria to ensure further differentiation for the students needs. Visible Learning principles will be implemented throughout the school to ensure students know what they are learning, parents are stakeholders in their child's learning and teachers are continually reflecting on their practice. Whilst the teachers continue to implement pedagogies and practices implemented in 2022 to further support the improvement of reading, the professional learning focus will shift to Mathematics. Teachers will engage in learning around key concepts explored in the new syllabus and will implement this with the support of visible learning.

Data Skills and Use

The focus for 2022 was on improving writing so that it was evidence-based, consistent from classroom to classroom, reflective and evaluative. This involved teachers becoming fluent in collecting writing evidence, plotting individual and collective data, interpreting and using that data to inform next steps as well as implementing Learning Intentions and Success Criteria. Teachers engaged in collaboration rounds where they completed peer observations, providing feedback to their peers based on their teaching practice. Teachers did engage with consistent teacher judgment across the cohorts, and plotted the students on the Literacy Progressions in reading and writing. They used gaps in the Learning Progressions to plan targeted lessons with specific learning goals, using the Teaching and Learning cycle to support their implementation progress. As a result the teachers have acquired new data skills especially in regards to using the data collection platform ALAN and plotting students on the Learning Progressions, on which to build upon in 2023. The skills they have acquired have supported the enhancement of collaboration and consistency of data collection and

evaluation across the school.

Next year the focus will be on Visible Learning which will support further improvements towards consistent teacher practice, data collection and evaluation. Students will gain an understanding of what they are learning, why they are learning it and how they can show their learning in a variety of settings. The school will use a visible Data Wall to collate information on each student, including reading and writing samples and information gathered from internal and external diagnostic assessments. This will led to consistent collection and analysis of data in order to support implementation of new initiatives and pedagogies in the future. Teachers will continue to use ALAN to plot and track students in reading and writing, with a shift to using the Numeracy Learning Progressions.

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 14%.
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 Narrandera Public School will increase by 6%.	The percentage of Year 3 (past NEIS) students achieving in the top two bands in NAPLAN numeracy has improved by 9%.
The number of students in Year 1 demonstrating improvement in the Year 1 Phonics Assessment has increased by 3%	The number of students in Year 1 demonstrating improvement in the Year 1 Phonics Assessment has increased by 19%

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

Location: \$16,478.53

Per capita: \$15,160.77

Teaching Principal Relief: \$42,548.00

Aboriginal background: \$21,408.43

Summary of progress

In 2022 the main focus activity was empowering staff with the knowledge and collective understanding of trauma informed practice. All teaching and non-teaching staff participated in intensive professional learning in an evidence-based program called the Berry Street Education Model (BSEM) - phase 1 'Body'. The learning in the 'Body' phase was all about the physiological responses to stress and strategies staff can engage to help students understand, plan for and implement. The evidence suggests that staff are more aware of trauma informed practices that can improve the life-long learning outcomes for students. All staff can articulate their knowledge of the stress response, how it affects us, and why it is important for students to also be aware. All classrooms have implemented BSEM strategies such as 'circle-time', 'brain breaks', the explicit use of 'sensory tools', and consistent language across the whole school such as 'tracking the speaker' and 'self-umpiring'. These strategies are supported on an individual student level by 'Ready to Learn Plans' which are informed by escalation maps and patterns of behaviours and include co-developed regulation strategies that the students are explicitly taught. NEIS has an established sensory room fully equipped with resources that support the BSEM strategies.

There is a timeline that has been developed for future roll out of BSEM strategies over the next two years. In 2023 staff will engage in phase 2 of BSEM, 'Relationships'. The timing is deliberate to coincide with the implementation of visible learning strategies, which are inherently dependent on positive relationships within and across all school community stakeholders.

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 8%	The percentage of students attending school for greater than 90% of the time increased by 0.3%.
85% of students, 100% of staff and 60% of families show an improvement in understanding of school values and processes that enhance wellbeing	In 2022, 100% of students and staff and 75% of families demonstrated an improvement in understanding school values and processes that enhance wellbeing.
85% of families attend learning based invitations to discuss student progress.	In 2022, 90% of families attended formal meetings set to discuss individual student progress.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$160,937.00</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"> • employment of staff to provide additional support for students who have high-level learning needs • teachers and co-educators were provided with mentoring time and professional learning with Assistant Principal Curriculum and Instruction to up skill in the area of phonological awareness • purchased sensory tools as learning support for all targeted students to access the curriculum equitably. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -all eligible students demonstrating progress towards their personalised learning goals. -all Individual Learning and Support Plans and Ready to Learn Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. - staff are better equipped and better informed to support students with specific needs which resulted in their improvement in learning. - all supported students demonstrated holistic growth in each domain of social, emotional, cultural, physical and academic . <p>After evaluation, the next steps to support our students will be:</p> <p>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 Individual Learning Support Plan reviews to ensure funding is used to specifically address each student's support needs. Teachers and co-educators will be provided additional time for differentiated professional learning that is responsive to specific student needs.</p>
<p>Socio-economic background</p> <p>\$90,863.88</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Berry Street Education Model to support student learning • resourcing to increase equitability 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 the following impact:</p> <ul style="list-style-type: none"> - professional development of staff through Berry Street professional learning to support student learning - professional development of teaching principal through Berry Street Masterclass which resulted in a clear vision and timeline of professional learning for the whole staff for 2022 - school based data indicated a decrease in incidents of emotional

<p>Socio-economic background</p> <p>\$90,863.88</p>	<p>deregulation in students</p> <ul style="list-style-type: none"> - increase of quality teacher pedagogy and confidence in implementing trauma informed practices- circle time, ready to learn plans, escalation maps, brain breaks. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to complete phase 2 and 3 of the Berry Street model - engage external agencies to support the school's trajectory towards individual learning outcomes - employ additional staff at FTE 0.2 to monitor, analyse and report on student attendance data.
<p>Aboriginal background</p> <p>\$21,408.43</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"> • Individual Learning Needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (co-educator) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • purchase of school literacy resources embedding local culture that align with the new K-2 English Syllabus <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all First Nation students benefited from additional support provided by co-educators leading to improvement in phonological awareness in students from Kindergarten to Year 2 - provision of funds allowed the school to authentically engage local First Nations people to increase culture awareness for all students and staff. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to engage a literacy and numeracy focused Aboriginal Education Officer (AEO) one day per week to deliver differentiated and personalised support to Aboriginal students - to incorporate an attendance program focusing on improving attendance rates of First Nation students to 90% of overall attendance - to employ an additional to proactively liaise and develop relationships with First Nation families with the goal to increase attendance - to maintain breakfast club programs using some school funds and external agencies such as Food Bank, charitable organisations and local businesses - specific timetabling to ensure that every First Nation students receive extra learning and support assistance in Literacy and Numeracy.
<p>Low level adjustment for disability</p> <p>\$45,839.82</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"> • Learning and Development <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>Low level adjustment for disability</p> <p>\$45,839.82</p>	<ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention MiniLit to increase literacy learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of Learning and Support Teacher and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities - an increase of students achieving at or above expected growth in internal and external diagnostic data around reading including Heggerty, Phonics and Phonological (data percentages put in) <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to further expand the impact of the learning support team - the school will provide additional support for identified students through the employment of trained co-educators - provide additional professional learning time for all staff to undertake English As an Additional Language (EALD) training through the EALD Hub to support all students - liaise with Assistant Principal Learning and Support as well as Teams Around a School to direct staff to differentiated professional learning in learning and support to best meet the needs of the identified students.
<p>Location</p> <p>\$16,478.53</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 including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of casual staff to release teachers for wellbeing professional learning activities • professional learning costs including hire of venue off site and accommodation. <p>The allocation of this funding has resulted in the following impact: increased professional learning opportunities for staff in order to support student wellbeing initiatives.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase leadership collaboration and overcome isolation and increase the public education brand in the local community as a system.</p>
<p>Professional learning</p> <p>\$8,998.67</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • engaging a specialist teacher to unpack evidence-based approaches to trauma informed practice with staff <p>The allocation of this funding has resulted in the following impact:</p>

<p>Professional learning</p> <p>\$8,998.67</p>	<p>increased capacity of all teachers to embed effective practices in the explicit teaching of trauma informed practice resulting improved wellbeing and an increase in self regulative behaviours in all students. As a result the school has generated increased student learning outcomes in all key learning areas.</p> <p>After evaluation, the next steps to support our students will be: to continue in the delivery of professional learning in trauma informed practice in 2023 for all staff.</p>
<p>Beginning teacher support</p> <p>\$15,217.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Narrandera East Infants School during their induction period.</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"> • release of classroom teacher for extra coaching with Assistant Principal Curriculum and Instruction for 1.5 hours per week. <p>The allocation of this funding has resulted in the following impact: improvement in teaching practice specifically in the area of spelling. It also provided extra time to inform the beginning teacher about departmental and school based policies and procedures.</p> <p>After evaluation, the next steps to support our students will be: to continue this model in consultation with the beginning teacher to establish their areas of improvement to improve classroom practice and student results.</p>
<p>QTSS release</p> <p>\$11,032.42</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 peer observations to strengthen quality teaching practices • teaching principal provided with additional release time to support classroom programs. • provide opportunities for teachers and co-educators to observe high quality practice across all classrooms, with both verbal and written feedback. • additional time for professional dialogue which informed Performance Development Plan goals which were reviewed and evaluated regularly. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. - most teaching and learning programs now include reference to evidence based strategies which drive next steps in learning with all students' learning being met at individual point of need. <p>After evaluation, the next steps to support our students will be: to ensure all teaching and learning programs are evaluated collectively and driven by student need. Programs to be reviewed every 5 weeks as a team with open and honest self evaluation and feedback of teaching to improve</p>

<p>QTSS release</p> <p>\$11,032.42</p>	<p>practice.</p> <p>In 2023 QTSS funding will be utilised again to support educators in coaching and mentoring opportunities to improve practice.</p>
<p>COVID ILSP</p> <p>\$39,333.00</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 2022.</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 to deliver small group tuition for reading. • providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact:</p> <p>50% of all students received additional small group tuition with a focus on reading, resulting in all students demonstrating improvement in fluency and comprehension.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>employment of co-educators to deliver small group tuition for continued support in reading and also in numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	40	31	29	19
Girls	27	25	31	24

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	90.9	86.1	92.3
1	93.8	95.1	90.3	92.9
2	92.1	94.5	92.6	87.2
All Years	93.2	93.7	89.4	90.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
All Years	92.9	92.1	92.7	87.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19

- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	0.2
Classroom Teacher(s)	3.02
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.45

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	145,017
Revenue	1,478,036
Appropriation	1,397,183
Sale of Goods and Services	59
Grants and contributions	78,857
Investment income	1,937
Expenses	-1,441,045
Employee related	-1,269,896
Operating expenses	-171,149
Surplus / deficit for the year	36,991
Closing Balance	182,008

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.

	2022 SBAR Adjustments (\$)
Targeted Total	125,824
Equity Total	158,112
Equity - Aboriginal	21,408
Equity - Socio-economic	90,864
Equity - Language	0
Equity - Disability	45,840
Base Total	794,240
Base - Per Capita	15,161
Base - Location	16,479
Base - Other	762,601
Other Total	214,988
Grand Total	1,293,164

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

In 2022 parent caregiver surveys indicated that 87% 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. 90% of parents surveyed were satisfied with the use of Schoolzine and Class Dojo APPS for communication around administration and learning.

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. 70% of students reported to know what they were learning, 52% knew why they were learning it and 14% of students knew what they were going to learn next. 90% of students could name a teacher or co-educator they could trust and enjoyed learning with.

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

Parents of Aboriginal students were highly satisfied with the school's connections to Aboriginal cultural perspectives, however the Aboriginal Education Consultative Group was hopeful the school 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.