

2022 Annual Report

Glen Innes West Infants School



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Introduction

The Annual Report for 2022 is provided to the community of Glen Innes West Infants School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

School contact details

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School vision

Our vision is to provide educational experiences and opportunities that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future.

School context

Glen Innes West Infants School is situated in the New South Wales Northern Tablelands on the traditional land of the Ngoorabul people. The school is set on approximately 1.4ha of land with a heritage listed classroom block consisting of three air-conditioned classrooms, canteen, book room and office. The office area and library were built as part of the Building the Education Revolution scheme. The school also has a meeting room used for activities such as playgroup, dance studio and three sets of fixed play equipment.

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

Glen Innes West Infants School has a permanent staff of two teachers, Assistant Principal, Curriculum and Instruction, School Administrative Manager and General Assistant. Funding is utilised to provide two extra teachers and a School Learning Support Officer. Glen Innes West Infants School caters for students from Kindergarten to Year 2 with enrolments fluctuating between 30 and 40. The average FOIE over the last 3 years is 156. Approximately 70% of the students identify as being of Aboriginal or Torres Strait Islander background. Equity funds are used to provide an added layer of support to students.

The school plays an active role in the community through events such as the local Celtic Festival, Glen Innes Show, Glen Innes High School Dance Spectacular and Glenwood Reading Scheme. A high-quality dance program, delivered by a qualified dance teacher, provides opportunities in the performing arts. Specialist sporting programs are also regularly run at the school.

A small but active Parents and Citizens Association (P&C) supports the school community. Glen Innes West Infants School is also supported by the Glen Innes Highlands Lioness Lions Club.

Our school focuses on providing quality educational experiences for students in their first years of schooling. We strive to provide the best care for young students who are "Beginning the Journey" in education.

Innovative programs have been developed to foster positive social, physical and academic success for all our students. All of our programs are designed to support the needs of individual students. Teachers strive to present a balanced education so that students reach individual potential across a range of skills and aptitudes by working collaboratively with the Instructional Leader to develop school wide cohesive learning opportunities. There is always a strong focus on achievement in literacy and numeracy skills.

A thorough situational analysis was conducted at the end of 2020 using internal and external data available to the school. This process also included consultation with parents via the P&C and a Facebook presentation and consultation with the wider community via the Glen Innes Highlands Lioness Lions Club. Findings indicated that as well as the System Negotiated targets of Reading, Numeracy and Attendance, the school focus on Writing and developing a program to better engage the community in the school.

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 | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Excelling |
| TEACHING: Data skills and use | Excelling |
| 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

By increasing the number of students demonstrating growth in Reading, Numeracy and Writing through the effective development of strong foundation skills, students will become competent, independent learners.

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.

- Reading and Numeracy
- Differentiated Writing Program

Resources allocated to this strategic direction

Literacy and numeracy: \$44,720.00

Socio-economic background: \$45,027.65

COVID ILSP: \$19,667.00

Low level adjustment for disability: \$31,378.49

Aboriginal background: \$18,779.68

QTSS release: \$4,826.68

AP Curriculum & Instruction: \$30,115.00

Professional learning: \$6,343.50

Summary of progress

In 2022 a new teacher was trained to deliver the individual reading program that the school implements with students who require additional support. Students across the school were assessed in reading every 5 weeks using running records and placed on the program as required.

Our School Learning Support Officer (SLSO) worked with students experiencing difficulties with phonics and underwent training with expert SLSOs and teachers at other schools to support the implementation of phonics activities with targeted students.

This program was implemented four days per week, individual children participated in specialist programs. During the first two hours of each day the focus was phonics with the SLSO. Four days a week a teacher worked with students to improve their reading skills in a reading recovery style program.

The impact on students due to the implementation of the interventions programs were the Year 1 students who were on the reading program for a whole year improved by 10 reading levels. The expected rate of improvement in Year 1 is 7 levels. Several Year 1 students were on the reading program for two terms and the average rate of improvement was 8 levels. Selected students who were taken into the program from the Kindergarten cohort for extra support in Term 4 improved by an average of 3 levels, which brought them close to, or in line with, end of year expectations. The Kindergarten students also demonstrated a big improvement in phonics skills after being on the reading program.

In order to improve the students Numeracy skills, a School Learning Support Officer (SLSO) was employed using the Covid ILSP funding to support identified students with developing Numeracy skills. Last year's Covid ILSP program was reviewed with the new Assistant Principal, Curriculum & Instruction (APC&I) and changed as required. Resources were purchased and a space to work in was provided for the SLSO. The SLSO was provided with training and support in Numeracy by the APC&I.

The impact as a result of the numeracy intervention was that four students received Covid ILSP support. The focus for these students was Quantifying Number (QuN) as per the Numeracy Progressions. Three students, two from Year 1 & one from Year 2 started the Term 1 on QuN3, another Year 1 student arrived later in the year and started the program on QuN5, all students are now competent on QuN7 (end of Year 1 level) and are working towards QuN8 (end of Year 2 level).

In order to improve the students writing skills, the school conducted a 'Differentiated Writing Program'. The APC&I modeled lessons for teachers, with a focus on writing. Teachers, the Principal and the APC&I reviewed the "What Works Best" document as a means to identify areas of best practice and areas for improvement.

The APC&I implemented weekly demonstration lessons in areas of narrative writing, persuasive writing and grammar. This included weekly assessment of progress. As a result of the professional learning in writing, teachers were able to

experiment with different approaches to teaching writing. The student progress using the Literacy Progressions Creating Texts indicated that this program was successful for all students.

One barrier to student learning this year was the sporadic attendance of the students. A number of illnesses went through the school. This combined with the restrictions due to the pandemic meant that there was a high level of absences.

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 |
|---|--|
| 80% of all students will be achieving at or above expected grade level in Reading as measured using bench marking and the Literacy Progressions | 86% of Year 1 students have achieved at or above expected grade level in Reading as measured using bench marking. Year 2, the rate was 100% with 70% of students reading at a Year 4 level. 70% of Kindergarten students read at or above end of Kindergarten level. Of the remaining students another 10% were 1 level away from end of year expectations. When averaged across the school, a total of 86% of students achieved at or above expected level in Reading. |
| 80% of students will be achieving at or above expected grade level in Numeracy as measured on the Numeracy Progressions. | <p>90% of Kindergarten students are competent in Quantifying Number (QuN) 1 to 3. For aspects of QuN4, 90% of students have 'always' or 'sometimes' achieved these outcomes. For most aspects of QuN5 and 6, 80% of students 'sometimes' or 'always' achieved these outcomes. The expected level at the end of Kindergarten is QuN6. By the end of Year 2, students should reach QuN8. Year 1 students are on track to reach this with all QuN7 and 8 outcomes been taught and 94% of children 'sometimes' or 'always' achieved QuN7 outcome. 80% of Year 2 students have reached the end of Year 2 standard. These results indicate that the students are on track to reach this target in the aspect of Quantifying Number.</p> <p>In the Numeracy aspect of Additive Strategies (AdS), before the end of Kindergarten students are expected to reach AdS2. 90% of students have achieved the outcomes for AdS1 and for AdS2. 63% have achieved the outcomes 'always' with another 30% demonstrating understanding 'sometimes'. By the end of Year 2, students should have achieved the outcomes for AdS7. Year 1 are on track to achieve this with all students able to apply the outcomes for AdS3 'always' or 'sometimes'. For AdS4, the result was 77% for 'always' and 14% for 'sometimes'. Year 1 students are currently solidifying their knowledge of AdS5 with 32% understanding the concepts 'always' and 61% 'sometimes'. 83% of Year 2 students have a solid understanding of all aspects of Additive Strategies up to the required level.</p> |
| 75% of students will be achieving at or above expected grade level in Writing as measured on the Literacy Progressions. | 100% of Kindergarten students have mastered most aspects of Writing or Creating Texts (CrT) as indicted on the Literacy Progressions. There are three aspects where students are still working towards these outcomes. They are; 'Talking About Why People Write', 'Identifying some symbols or letter' and 'Asking about environmental text'. This brought the average to 85%. 72% of Year 1 students have mastered the required aspects of Creating Texts. In Year 2 an average of 82% of Creating Text skills have been mastered. The overall average for the school is 79% achieving our target by an excess of 4%. |

Strategic Direction 2: Community Engagement

Purpose

By increasing the number of students attending at or above 90% of the time, students will experience greater academic success and therefore better life outcomes.

By developing greater engagement with the local community, both attendance and enrolment at Glen Innes West Infants School will increase.

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.

- Attendance
- Community Interaction Project

Resources allocated to this strategic direction

Per capita: \$5,811.64

Location: \$9,855.05

Summary of progress

This year the school researched the purchase of new resources to engage parents with the school and adopted a positive attitude towards increasing student school attendance. The school enacted such activities as it placing short articles about attendance in each week's newsletter; it improved the correspondence from the school to home in relation to the explanation of student absences, the school also trialed a simplified 'tick and sign', explanation of absence form.

The school sought to reengage parents within the school by holding a P&C AGM. Teachers personally invited parents to attend. The P&C organised end of term events for students and playgroup. As an incentive for students to go to school, the P&C sought donations of \$100 per week from the community businesses to provide food for lunches for students, this was called the 'Winter Warmers' menu. It provided a free lunch for the students and ensured that all students had a substantial meal. In 2023, Woolworths will continue to donate a box of fruit every week to ensure all students have access to healthy food.

The school provided opportunities for pre-school children and their parents to visit the school. This led to a better understanding of the school's programs and facilities. This is an attempt to attract students from within the school zone back to the school.

In 2023, information about the transition sessions for Kindergarten will be placed at strategic places around town.

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 |
|--|--|
| At least 70% of students attend the school 90% of the time or more. | Whole year attendance data indicates that this target was not met. 30% of students attended school 90% of the time or more. Another 21% attended school between 85% and 90% of the time. 17% of students attended school between 80% and 85% of the time and 32% of the school population had an attendance rate below 80%. |
| The number of families engaging with the school will increase to 50% | 14 out of 21 families were represented at the first event which was an Easter hat parade and BBQ. Three families had children absent from school that day, implying that a possible 17 families may have attended. There were also two families from playgroup who do not have children at our school yet, and two apologies from playgroup parents. This indicates that families are willing to participate in school events. The P&C made over \$600 with approximately \$480 coming from raffle ticket sales. |

The number of families engaging with the school will increase to 50%

The Annual Presentation Ceremony was well supported with majority of students having family or friends in attendance. This again indicates a willingness to attend functions at school.

| Funding sources | Impact achieved this year |
|---|---|
| <p>Literacy and numeracy</p> <p>\$44,720.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glen Innes West 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of extra teacher <p>The allocation of this funding has resulted in the following impact: The school employed an extra teacher. This teacher was trained to implement an individualised reading program. After the completion of training, this teacher implemented one on one reading lessons with students four days a week. The Year 1 students who were on the reading program during 2022 improved 10 reading levels. The expected rate of improvement in Year 1 is 7 levels. Several Year 1 students were on the reading program for two terms. This resulted in an average improvement rate of 8 levels. Selected students in Kindergarten were placed on the program for extra support in Term 4. They improved by an average of three levels. This brought them close to or in line with end of year expectations. The Kindergarten students also demonstrated a big improvement in phonics skills after being on the reading program.</p> <p>After evaluation, the next steps to support our students will be: In 2023 funding will be used to continue this program to increase the reading levels of each of our students.</p> |
| <p>Professional learning</p> <p>\$6,343.50</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 Glen Innes West 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"> • Differentiated Writing Program <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 teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching for all teachers at Glen Innes West Infants School.</p> |
| <p>Socio-economic background</p> <p>\$45,027.65</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glen Innes West 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"> • Reading and Numeracy |

| | |
|---|---|
| <p>Socio-economic background</p> <p>\$45,027.65</p> | <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 APC&I to support student learning • employment of additional staff to support Literacy and Numeracy program implementation <p>The allocation of this funding has resulted in the following impact: All students who graduated from Glen Innes West Infants School at the end of 2022 achieved above grade expectation in reading with several students performing two grade levels above expectations.</p> <p>After evaluation, the next steps to support our students will be: To employ an appropriately trained teacher to continue with this program.</p> |
| <p>Aboriginal background</p> <p>\$18,779.68</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glen Innes West 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"> • Reading and Numeracy <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 deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: There was an increase in Aboriginal families (95%) engaging in the PLP process resulting in a better understanding of educational outcomes for their children and its long term impacts.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage with the Aboriginal community and parents to further improve outcomes for Aboriginal students.</p> |
| <p>Low level adjustment for disability</p> <p>\$31,378.49</p> | <p>Low level adjustment for disability equity loading provides support for students at Glen Innes West 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"> • Reading and Numeracy <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 <p>The allocation of this funding has resulted in the following impact: Employment of two Learning Support Officers enabled us to provide two targeted programs in the form of MiniLit and individual support for Kindergarten students. As a result 50% of Kindergarten students were able to access the MiniLit program and all Kindergarten students had additional support in the classroom for two hours each day.</p> <p>After evaluation, the next steps to support our students will be: The MiniLit program will continue and an SLSO will be employed if Kindergarten enrolments are sufficient.</p> |

| | |
|---------------------------------------|--|
| <p>Location</p> <p>\$9,855.05</p> | <p>The location funding allocation is provided to Glen Innes West 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"> • Community Interaction Project <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses <p>The allocation of this funding has resulted in the following impact: This funding allowed the school to run experience days. This provided opportunities for pre-school children and their parents to visit the school and understand the programs and see facilities available. The purpose of the experience days is to attract students from within the school catchment zone back to the school.</p> <p>After evaluation, the next steps to support our students will be: Revise the format of these experience days and develop a new plan to attract students.</p> |
| <p>QTSS release</p> <p>\$4,826.68</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glen Innes West 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 the following impact: The release of a teacher to be trained in the implementation of new syllabus documents. This teacher then trained other teachers resulting in a smooth implementation of the new English and Maths syllabuses.</p> <p>After evaluation, the next steps to support our students will be: To effectively embed the new syllabus documents into teaching programs.</p> |
| <p>COVID ILSP</p> <p>\$19,667.00</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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in numeracy <p>The allocation of this funding has resulted in the following impact: Students were assessed by the Assistant Principal, Curriculum and Instruction and placed on individual programs. An SLSO implemented these programs which resulted in 20% of students receiving one on one tuition in Maths during the year for approximately 20 minutes each per day.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide supplementary programs in Maths under the COVID</p> |

| | |
|--------------------------------------|--|
| <p>COVID ILSP</p> <p>\$19,667.00</p> | <p>ILSP funding arrangements.</p> |
| <p>Per capita</p> <p>\$5,811.64</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Glen Innes West 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"> • Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • a rewards system for attendance was implemented <p>The allocation of this funding has resulted in the following impact: The development of an attendance rewards program in order to increase attendance rates. The results of this program are unclear due to the ongoing effects of COVID during 2022.</p> <p>After evaluation, the next steps to support our students will be: Continue with this program to ascertain its effectiveness now that we have returned to normal operations.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 20 | 16 | 11 | 11 |
| Girls | 15 | 13 | 12 | 15 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 84.2 | 93.8 | 82.4 | 75.6 |
| 1 | 88.9 | 85.9 | 89.4 | 80.5 |
| 2 | 84.4 | 89.8 | 86.1 | 78.6 |
| All Years | 86.3 | 89.6 | 85.7 | 77.7 |
| 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) | 0.8 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.7 |

*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 | 286,958 |
| Revenue | 700,225 |
| Appropriation | 691,439 |
| Sale of Goods and Services | 1,438 |
| Grants and contributions | 6,413 |
| Investment income | 935 |
| Expenses | -754,607 |
| Employee related | -701,392 |
| Operating expenses | -53,216 |
| Surplus / deficit for the year | -54,382 |
| Closing Balance | 232,576 |

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.

During 2022 Glen Innes West Infants School was audited with no issues reported.

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 | 0 |
| Equity Total | 95,186 |
| Equity - Aboriginal | 18,780 |
| Equity - Socio-economic | 45,028 |
| Equity - Language | 0 |
| Equity - Disability | 31,378 |
| Base Total | 474,914 |
| Base - Per Capita | 5,812 |
| Base - Location | 9,855 |
| Base - Other | 459,248 |
| Other Total | 48,013 |
| Grand Total | 618,114 |

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.

This financial report will be presented at the P&C AGM in February 2023.

Parent/caregiver, student, teacher satisfaction

Parents and caregivers of Glen Innes West Infants School were given seven statements to gauge their satisfaction with our school. 65% of families responded to the survey. For the statements "I am made to feel welcome.", "I feel comfortable talking to the teachers.", "There are opportunities for parents to become involved in the school." and "My child feels safe at school." 100% of respondents indicated that these statements are always true. 18% responded "mostly" and 82% "always" when asked if they felt informed about events and 91% said their child felt included "always" and 9% "mostly".

A "show of hands" survey was undertaken with students. On the day of the survey 91% of students were in attendance. 100% of students in attendance for the survey indicated that they enjoy coming to school and that they feel safe and included at school. 95% of students stated that they felt comfortable talking to a teacher about any issues or problems they were experiencing.

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.