

2010 Annual School Report Glen Innes Public School

NSW Public Schools – Leading the way



Our school at a glance

Students

The school provides for 440 students from Kindergarten to Year 6. Students come to school from the township and surrounding farms. Approximately 10% of the students identify as being of ATSI background. The school has two major intake groups of students in Kindergarten and Year 3 (from Glen Innes West Infants). The Year 6 students move onto Glen Innes High School.

Staff

There are 17 full time classroom teachers and a number of support staff such as the principal, teacher librarian, learning assistance support teacher, Reading Recovery teacher and school counsellor service. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

In 2010 the school has been involved in several key initiatives. Many of these are innovative new projects related to the National Partnerships Literacy and Numeracy (NPLN) and National Partnerships low SES (NPSES) programs. These include a range of activities to involve the parent group and the wider community.

The school also participated in an exciting environmental education project to support the official *Year of Sustainability*. This led to many great opportunities to work with students from other schools in the community and across the state.

The building of the new school hall under the *Building the Education Revolution* program and the refurbishment of the existing hall into two new learning spaces began in March 2010.

Student achievement in 2010

Student achievement in 2010 has been measured across a range of indicators. These include social interaction, student satisfaction, internal data collection, assessments as part of the National Partnerships Numeracy program and the annual NAPLAN assessments.

Although individual results in NAPLAN have been positive, particularly in Year 3 reading and writing, a need has been identified to further support numeracy results across the school.

Messages

Principal's message

2010 has been a very exciting time for the school as we moved into the implementation phase of the National Partnerships Literacy and Numeracy (NPLN) and the National Partnerships low-SES (NPSES) projects. The funding has enabled the school to provide a wide range of additional programs for students.

The school has continued to focus on students through the motto "*Feeling Well Thinking Well Doing Well*" to address student welfare, quality teaching and high expectations for student outcomes.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Sue Belford

Principal

P & C and School Council message

The Glen Innes Public School P&C has moved onwards and upwards in 2010. The change to night time meetings has been a success with new members attending and continuing to attend over the year.

Our Fundraising has been constant throughout the year with the goal being to purchase more outdoor furniture for the infants area. School discos, Easter raffle, pie drive, *Be Fit Be Skilled* sports day and our calendar fundraiser at the end of the year all contributed toward this goal. Committed members and volunteers helping at Swimming and Athletic Carnivals and other P&C activities have helped the Committee run smoothly over the year.

The School Council plays an important role in the governance of the school. In 2010 the School Council moved to a more active role in reviewing school practice. This included participation in the *National Partnerships Community Panel* as well as regular meeting process to share key information and discuss areas for potential improvement. The School Council also conducted the ratification of school policies, monitoring of financial reports and oversight of the National Partnerships programs.

Wendy Knight

President P&C / School Council

Student representative's message.



We attended the National Young Leaders Conference in Brisbane and used these skills to help others around the school. In 2010 the leaders did a Peer Mediation Course to help other students with their problems.

A highlight for the year was the new leadership uniforms which made us feel very proud of ourselves and our school.

In the community we have represented the school at the World Day of Prayer, Anzac Day, and the Senior Citizens Week event. We also had an opportunity to meet with the Glen Innes High School leaders to help mentor us in our new roles.

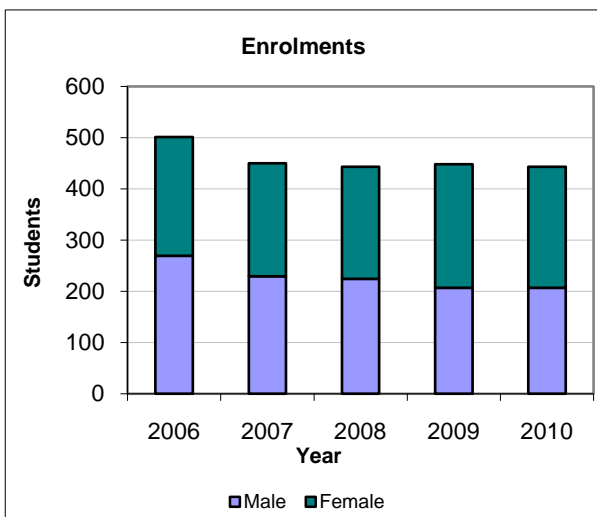
Student Leadership Group

School context

Student information

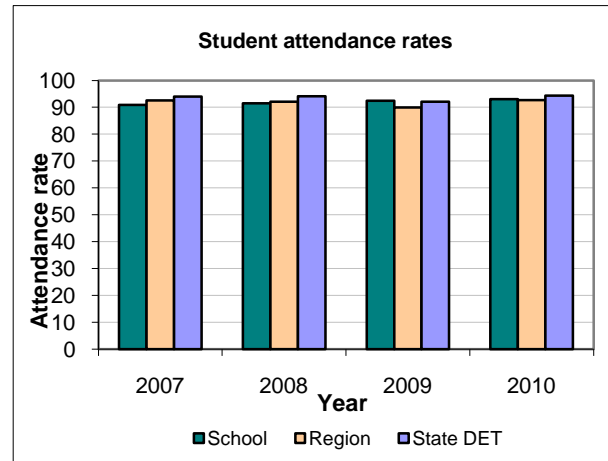
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile



School enrolments have stabilised over the past four years. In 2010 the school reached a maximum of 455 students, which led to the creation of an 18th class for the year.

Student attendance profile



Student attendance has been a major focus for the school in 2010. The management review undertook a major study into attendance patterns. The school attendance rate has shown an increase over the 2009 rate. This will continue to be a focus in 2011.

Management of non-attendance

As part of the management review the procedures for student non-attendance were closely examined. Processes now include the written notification to parents when students are absent for more than 3 days. A requirement to provide appropriate evidence for long term absences is now in place. There has been an increase in parents seeking exemptions for relevant purposes.

Parent meetings are implemented where necessary to improve attendance and a close working relationship with the Home School Liaison Officer (HSLO) has been established to support the work of the school and the families to ensure students attend school on a regular basis

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Roll Class	Year	Total per Year	Total in Class
KB	K	20	20
KL	K	20	20
KG	K	19	19
1TC	1	25	25
1GK	1	26	26
1/2CS	1	16	26
1/2CS	2	10	26
2PH	2	23	23
2OD	2	25	25
S3MM	4	15	30
S3MM	5	14	30
S3MM	6	1	30
S3RM	5	15	29
S3RM	6	14	29
S3JW	5	17	31
S3JW	6	14	31
S3HM	5	13	30
S3HM	6	17	30
S3LG	5	13	29
S3LG	6	16	29
3PS	3	31	31
3KB	3	30	30
4CM	4	31	31
4KN	4	31	31

Due to an increase in numbers an additional class (2/3DW) was established in May, 2010

Structure of classes

The school has a combination of composite classes and single grade classes. The school operates a cross grade numeracy grouping program which involves all classes from Kindergarten to Year 6 on a set timetable. The school also operates a cross grade literacy program for the Kindergarten / year 1 students and the stage 3 classes.

The school has continued with the very successful stage 3 model which involves a combined class approach for students in year 5 and year 6 in preparation for the transition to the more complex high school organisational demands

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

The school currently employs a full time Aboriginal Education Officer (AEO) and has one additional indigenous staff member employed in the general teaching staff category. Additional teaching staff

are available to support the Release from Face to Face (RFF) program.

The school is also supported by a School Administrative Manager, one full-time and one part-time School Administrative Officer, a part time General Assistant and a number of additional School Learning Support Officer (SLSO) positions funded through NPSES.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teachers	0
Classroom Teachers	13
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0.623
Support Teacher Learning Assistance	1
Teacher Librarian	0.8
Teacher of ESL	0
Counsellor	0.4
School Administrative & Support Staff	2.622
Total	22.445

Staff retention

At the end of 2010 a number of staff moved to the retirement phase of their careers. The school has recruited a significant number of temporary teachers to replace staff on long service leave, those transferred to other duties within the Department of Education and Training on a short term basis or to fill vacancies created through extra positions funded from the NPSES or NPLN programs.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	17

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2010 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	369803.31
Global funds	238738.38
Tied funds	602906.68
School & community sources	49260.85
Interest	17558.91
Trust receipts	30233.71
Canteen	0.00
Total income	1308501.84
Expenditure	
Teaching & learning	
Key learning areas	41610.04
Excursions	30424.27
Extracurricular dissections	21601.08
Library	4906.14
Training & development	1728.40
Tied funds	499741.67
Casual relief teachers	51611.80
Administration & office	103235.64
School-operated canteen	0.00
Utilities	62797.46
Maintenance	36140.34
Trust accounts	30633.63
Capital programs	18587.19
Total expenditure	903017.66
Balance carried forward	405484.18

Many students and class groups have successfully participated in external competitions, local events and in-school projects. These include a regional win in the annual "Waste Into Art" competition, several places in the Glen Innes Show and 3 students with work published in the national "Special Forever 2010" anthology of writing and arts competition.

The school is a keen participant in the local Celtic Festival each year. In 2010 the Festival focused on the Isle of Man. Students acquired new skills in patchwork quilt making, dancing and songs sung in the local language. These new skills were on display at the official opening and at an evening cultural concert held in the community.



School performance 2010

Achievements

Arts

The school has a varied arts program with a focus on dance, choir and visual arts in particular.



In 2010 the school trialed a joint choir program with Glen Innes High School. This involved sharing the choir teacher each week and a mass choir performance at the Celtic festival. The trial was a great success and will be expanded in 2011.

The various stage based school choirs and dance groups performed at many community events such as the View Club.

In addition an on-going project was initiated to provide student based murals around the school.

Sport

Sport has developed as a strategic focus at the school over the past few years in particular. A new structure has been developed to ensure all students have access to introductory workshops around a number of team sports. In 2010 this program has been expanded to individual sports such as golf.

As 2010 marked the Commonwealth Games in India the school held a focus day to celebrate the event. An alternate athletics program has been established for the elite athletes and those who enjoy the activities at a more developmental stage. The school cross-country program has also been refined to include additional training and more opportunities for students.



The welcome addition of funds from the Premier's Sporting Challenge program saw all children involved in a physical fitness program as well as significant additions to our sporting equipment supplies.

We welcome the increased support from community groups such as the Glen Innes Little A's and Glen Innes Swimming Club, through the training of students and supporting the operation of the swimming and athletics carnivals.

In 2010 there were four students who reached the pinnacle of representing the North West area Primary Schools Sports Association (PSSA) at state level.

Swimming	Shantal Martin
Cricket	Luke Hodgson
Cross Country	Nick Alley
Athletics	Nick Alley, Matthew Jillett

Other



2010 was designated as the *Year of Sustainability* and the school participated in a joint *Sustainable Schools Learning Community* project with the other schools in the town. The project focused particularly on "Kids Creek" in our school grounds. A great deal of fun as well as important learning took place across the schools during the project

and it culminated in an Eco-Forum held at the school in Term 3. A representative group then travelled to Sydney to represent the Learning Community at a state wide Forum.

Student Welfare

Student Welfare has been a major focus in 2010 under the "Feeling Well" component of our plan. The students participated in the "Live Well! Eat Well! Stay Well!" program which was well supported by the Parramatta Eels football club. The school expanded the "Crunch and Sip" program across all grades each morning and also gained accreditation as a "SunSmart" school.

The school implemented a range of new programs including a passive play area in the main hall each morning, an expanded Breakfast Club, a wide range of afternoon activities for students, a student welfare teacher and a school chaplain. Two key indicators of success of the program has been the reduced number of suspensions and the increase in attendance.

Academic

In 2010 several students excelled in the International Competitions and Assessments for Schools (ICAS). These competitions covered English, Mathematics, Science, Computer Skills, Writing and Spelling. There were 22 credit certificates awarded as well as the following outstanding results:

Claudia Campbell

- High Distinction, Writing
- Distinction, Computer skills

Molly Campbell

- Distinction, Science

Katie Hodder

- High Distinction, Mathematics

Heidi McCormick

- Distinction, Writing
- Distinction, English

Daniel O'Hara

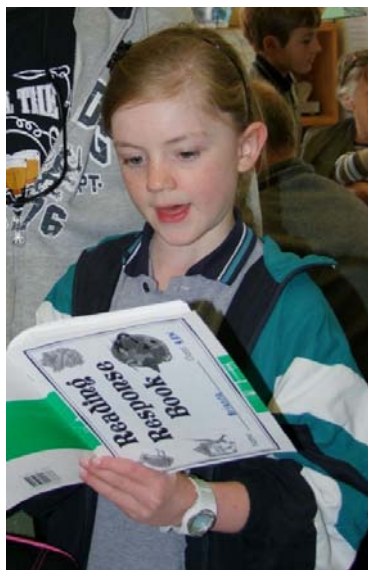
- Distinction, English

Mitchell Taylor

- Distinction, Science

The school again participated in the Premier's Spelling Bee Competition. In 2010 we also hosted the Regional Final at the school. It was a

challenging opportunity for our students and one we look forward to continuing in the future.



A new initiative saw students also participate in several public writing competitions such as *Write On* and *Special Forever*. Two students were successful in having work published in the *Special Forever 2010 Anthology*.

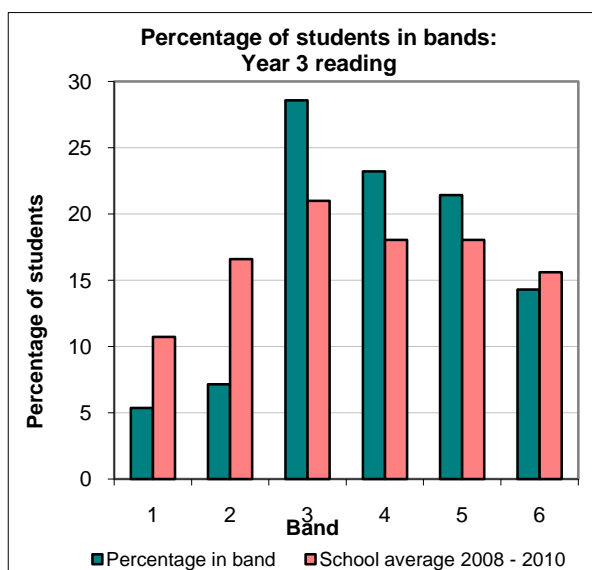
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3



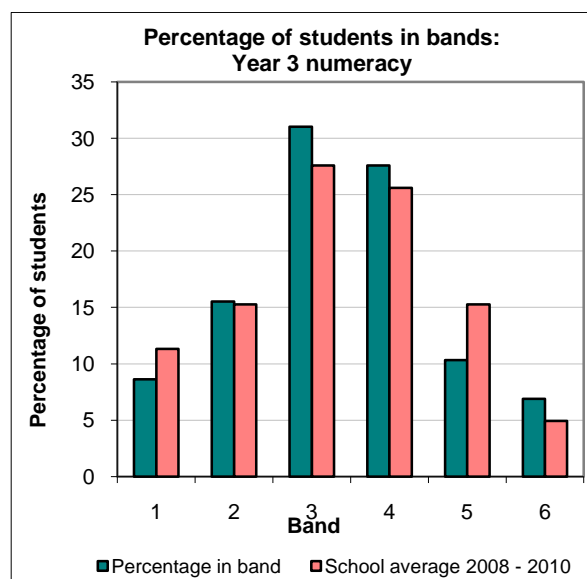
In 2010 there were 53 students who undertook the annual NAPLAN assessments. The school achieved a significant reduction in the percentage of students in bands 1 and 2 and a corresponding increase in students achieving in the middle and upper bands in reading.

In spelling for 2010 there were no students in band 1 and a significant increase in the percentage of students achieving in band 3.

In 2010 student achievement in Year 3 writing demonstrated a reduction in the percentage of students in the lower two bands and a significant growth in the percentage of students in band 5. However the results in Grammar and Punctuation showed a slight increase in the lower bands and this will be addressed in the targets for 2011.

Numeracy – NAPLAN Year 3

In 2010 numeracy there was an increase in the percentage of students achieving in bands 3, 4 and 6 and a slight reduction in band 1.

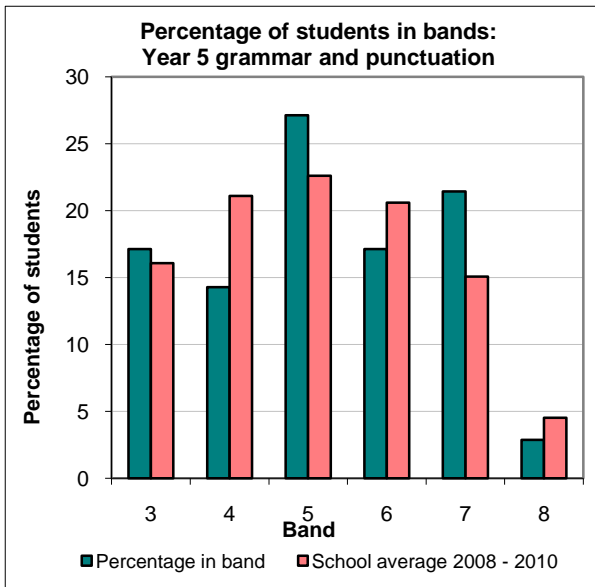


Literacy – NAPLAN Year 5

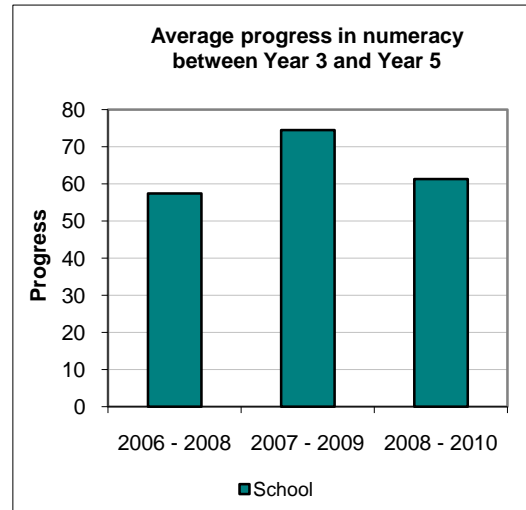
In 2010 there were 70 students undertaking the annual NAPLAN assessments.

In writing there was a slight reduction in the percentage of students in bands 1, 2 and 3 and a corresponding increase in the percentage in band 6, which exceeded the school average 2008-2010 and the state average.

Although there was a very slight increase in the percentage in Grammar and Punctuation in band 3 there was a marked reduction in band 4 and positive direction increase in percentage achievement in band 5 and 7.

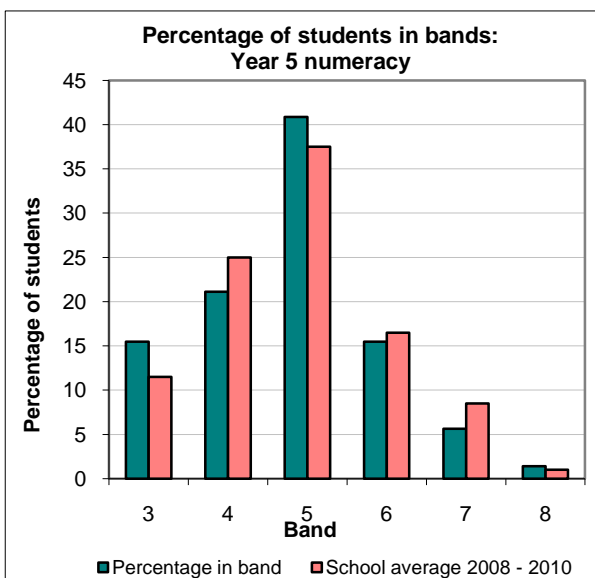


Progress in numeracy



Numeracy – NAPLAN Year 5

The percentage reduction in band 4 is reflected in an increased percentage in band 5 and a slight increase in band 8.



Minimum standards

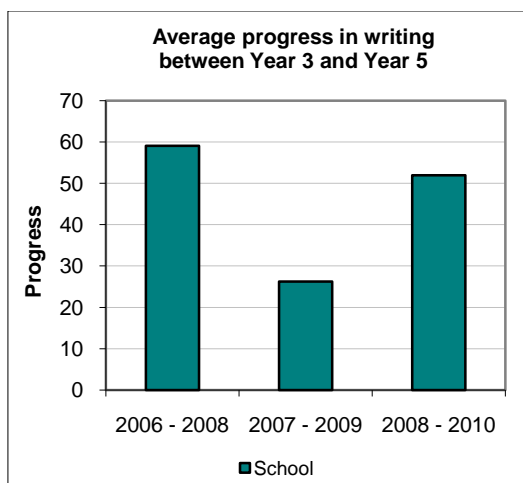
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 3 students achieving at or above minimum standard	
Reading	95
Writing	96
Spelling	100
Punctuation and grammar	83
Numeracy	91

Progress in literacy



Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 5 students achieving at or above minimum standard	
Reading	83
Writing	89
Spelling	86
Punctuation and grammar	83
Numeracy	85

Significant programs and initiatives

Aboriginal education

Each year the school participates in the NAIDOC celebrations. The school has also engaged in the development of the Personalised Learning Plans process with all indigenous students.

A senior student, Dylan Boney, was awarded the Norman Catts Primary Scholarship in recognition of his academic, social and leadership capacity.

In 2010 two students were selected to attend the Aboriginal Leadership Camp program for New England. This valuable project saw the students attend a camp at Lake Keepit, followed by a local research project, video conference interactions with other students.



Stage 2 trialed a program with the local staff around a unit on *State and National Parks* which integrated the Aboriginal perspectives in a highly innovative and successful manner.

Multicultural education

The school continues to expand the multicultural component of the curriculum through units of work in each grade. In addition the school is heavily involved in the annual local Celtic festival. Each year the school participates in a cultural program around a selected Celtic community. In 2010 the Isle of Man was the focus of the program. This involved music, craft, dancing, writing, cultural exchanges with schools on the Isle of Man and research on the connections to our own local history.

As 2010 was also the year for the Commonwealth Games a unit of student work was undertaken and a whole school focus day on the Commonwealth Games.

Respect and responsibility

In 2010 the school continues the focus on the values of respect, fairness and responsibility, particularly in respect to cyberbullying. The student leadership program has expanded to include key roles across the school involving training in peer mediation and attendance at the annual Young Leaders Conference in Brisbane. Students are also managing the sports program at play times, supporting the implementation of technology and assisting in the operation of the library.

The leadership group started a new project in 2010, in partnership with the local recycling facility, to support recycling across the school

The Red Cross Youth group has excelled once again with their fundraising efforts and supporting those in need in the community.

A trial project operated in term 3 and term 4 to engage younger boys in a *Community Service Mentoring* program. This involved repairing furniture for use by other students and was deemed to be a great success as it reduced behaviour issues and increased the boy's sense of responsibility towards the playground facilities and other students.

The school also introduced a new program of *Focus Days* where children from Kindergarten to Year 6 are placed in cross age cooperative teams to work together on a project. In 2010 this involved a mathematics focus day known as the *Decmathalon* and a sporting focus day on the Commonwealth Games.



National partnership programs

The school receives additional funding under NPLN and NPSES programs.

Leadership capacity within the school has been significantly enhanced with the establishment of the role of Assistant Principal Teacher Quality and

an expanded Partnerships Leadership group which meets fortnightly to develop and monitor innovative programs across the school.

Numeracy was the major focus of intensive professional learning across the school. The primary staff participated in learning around the *Taking Off With Numeracy (TOWN)* project which focused on multiplication, division and place value. The infants staff focused on the *Count Me In Too (CMIT)* and *Targeting Early Numeracy Strategies (TENS)* programs. All regular casuals and staff providing Relief from Face to Face (RFF) support were included in the learning programs.

This has already led to measureable enhanced outcomes in the Kindergarten–year 3 group and a growth in the year 4–year 6 results.

Results for Aboriginal students indicate growth in year 3 reading with a 30% reduction in students in band 1 and a 15% increase in students in band 6 and no year 5 students in the lowest band. There has been a significant growth in year 5 students in Number in band 6 as well year 3 students moving up to band 4 and band 5.



Connected learning

The school has utilised the National Partnerships program to significantly enhance the capacity in terms of connected learning. There are now laptop trolley bays for each major area of the school with full scale wireless internet access. All classrooms are fitted with the interactive whiteboard technology. A trial of mobile technology learning through i-pod and i-pad units operated throughout term 3 and term 4 and will be expanded in 2011.

The school now accesses a program to ensure appropriate video technology is available in all classrooms for all subject content. In addition a trial was conducted with senior students to create and utilise an on-line learning environment to provide additional and extension content for students. This program will be expanded in 2011.

Significant staff training was involved to ensure the potential for this upgrade was fully implemented across the school.

Other programs

The community participation rate over the year has increased significantly. The average attendance at the P&C rose by 300% over the year. Under the National Partnerships program a *Community Liaison Officer* has been employed for 18 hours per week to facilitate home-school – community communication and participation.

A highlight of the year was the *Community Dinner* held in Term 4. Representatives from several community groups participated in an information session, a shared literacy /numeracy lesson with students and a tour of the school. The evening finished with some outstanding catering from our junior *Master Chef* group. The feedback from the participants about schooling in the 21st century at Glen Innes has been extremely favourable. In 2011 this concept will be expanded to include a Business Community Dinner.

Community Use of School Facilities

The existing Bruxner school hall and school library are used after school by community groups for a range of healthy lifestyle options such as yoga, dancing and martial arts.

In addition to this arrangement a range of community groups use the hall for annual events over the weekend.

The school receives approximately \$3000 per year in fees for the use of these facilities. The funds are generally applied to improvements in the grounds.

Progress on 2010 targets

Targets for 2010

Target 1

Number of students above minimum standard in numeracy in NAPLAN will increase by 2.5%

Our achievements include:

- Year 3 students exceeding the target reduction of 2.5% above minimum standard
- The implementation of a whole school scope and sequence for numeracy
- Establishment of ability based numeracy groups across Early Stage 1, Stage 1 and Stage 3
- Increased staffing support for numeracy groups

- Enhanced data collection processes to ensure stronger focus on students needs
- Acquisition of significant resources to support student learning

Target 2

Increase student attendance rates by 2%

Our achievements include:

- Kindergarten attendance has increased from 93.4 in 2009 to 95.4% in 2010.
- Attendance for ALL STUDENTS has increased by 3.2% from the 90.1% in Semester Two 2009.
- Aboriginal attendance has grown from 83.9% in Semester Two 2009 to 87.9% in Semester 2 2010. This is an increase of 4% - an outstanding result.
- There has been a significant improvement in the use of correct codes by staff when recording absences
- There has been a significant increase in the number of parents who have utilised the exemption process where applicable

Target 3

Increase the number of teachers actively planning for and implementing technology for improved outcomes up to 85%

Our achievements include:

- Significant professional learning for staff throughout the staff development day processes, staff meetings, external professional learning opportunities and attendance at voluntary after school sessions
- Installation of interactive whiteboards in all classrooms and provision of a laptop for all full time staff to enable effective planning and implementation in the classroom
- Usage rates for the on-line video resource, the ipod-touch trial and websites in general classroom activities.
- Documented support from the Technology Support Officer to ensure technology is operable at all times
- Documentary evidence from classroom teaching programs

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one

related to educational and management practice and the other related to curriculum.

Educational and management practice

In 2010 the school undertook a review of the attendance procedures at the school.

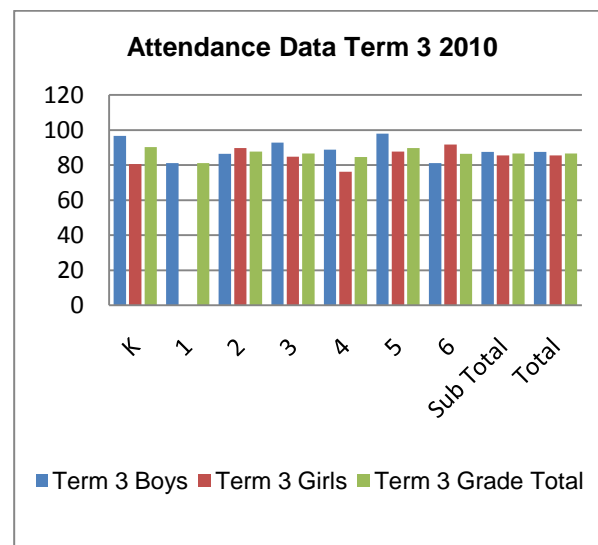
Background

Attendance is a key factor in student success. A student who misses 7 days per year over the seven years of primary school will miss the equivalent of one term of learning.

Although the school had an overall attendance rate at 92.5% in 2009 there were many individual students who fell below this overall rate.

The evaluation examined attendance patterns for each term over the past five years for girls, boys and other specific groups of students to identify any patterns which may be helpful in overcoming attendance issues.

In addition the school reviewed the existing processes for recording absences, monitoring absences and investigated the patterns of full day and partial day absences as well as the internal communication systems at the school.



Findings and conclusions

The evaluation identified a number of areas for improvement. The application of consistent recording practices across the school, using the appropriate codes for various types of absences, was a major factor. In addition a gap in the monitoring processes meant that follow up was not always timely. In many cases parents were not aware of the exemption procedures available to them. A new Student Movement Pass will be developed to ensure students are tracked when leaving classes or arriving late.

Future directions

A flow chart is to be developed to ensure that there is a consistent flow of information between parents and the school in relation to attendance matters. A separate flow chart to be developed to ensure the school complies with the various requirements and that the appropriate staff are notified in a timely manner if an issue arises. An Attendance Officer role is to be assigned to a teaching staff member to oversee the attendance program at the school, along with a coordination role with the Community Liaison Officer (CLO) working in the office. A parent information plan is to be developed to ensure information is distributed through the school newsletter on a regular basis to support student attendance.

Curriculum

In the area of curriculum the school reviewed the homework practices across all classes and grade groups. The school examined the homework processes in the light of the following statement.

Homework bridges the gap between learning at school and learning at home. It reinforces work done in class. It helps develop skills such as research and time management. Homework helps to establish the habits of study, concentration and self discipline. Parents/caregivers have the opportunity to see the progress of their child. Homework provides challenges and stimulus to gifted and talented children.

<http://www.schools.nsw.edu.au/gotoschool/a-z/homework.php>

Background

A parent focus group was held to look at the strengths of the current homework processes, the potential weaknesses from a parents point of view and opportunities to improve the way homework is set, distributed and recorded as well as the focus content and the purpose of the homework itself.

Staff were surveyed on similar topics from a teacher's point of view. Students in Stage 2 and Stage 3 were also surveyed on the purpose of homework, locations and times involved at home, types of homework they found useful and the resources they had at home to help them complete their homework

Research was completed on homework practices in terms of usefulness to the students, teachers and parents. The research also highlighted some best practice examples to further investigate.

Findings and conclusions

The parent surveys indicated a strong support for a regular homework program.

Parent Comments: strengths

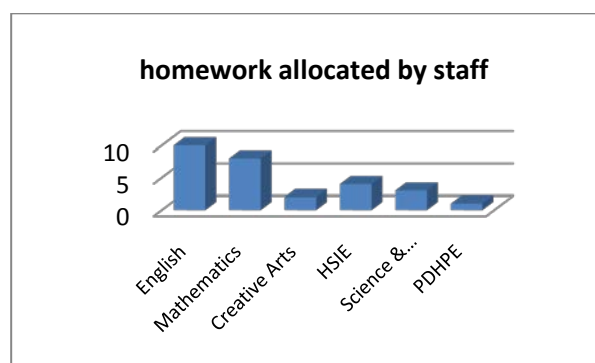
- Building on what has already been learnt
- Enables you to place value on learning
- Spend one on one time with child
- Gives parents an idea of what topics children are doing in class
- Helps prepare them for time management, planning how to and when to complete

Issues mainly identified concerns around:

- Lack of background knowledge
- Not knowing correct strategies
- Hard to find one on one time
- Knowledge, too hard, kids don't want to do it.
- Learning style, need variety to keep all kids interested.
- Sometimes cuts into kids sleep time
- Motivation, kids don't want to do it.
- Late home, bus, down time, then home work.

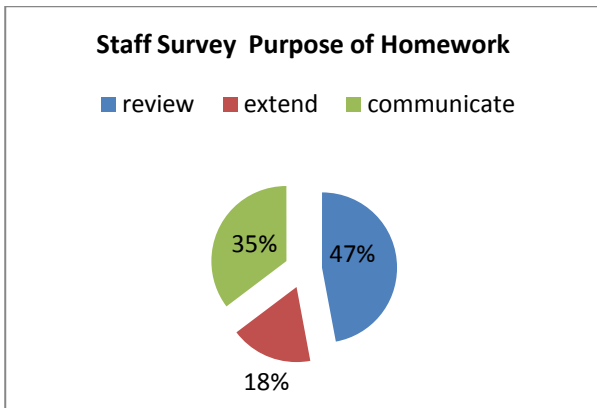
Parents provided some strong feedback on possible ways to make homework more interesting, accessible or effective for their children.

Staff expressed concerns in regard to consistency across the school and the time to mark the homework tasks. Generally homework was set around literacy and numeracy target areas.

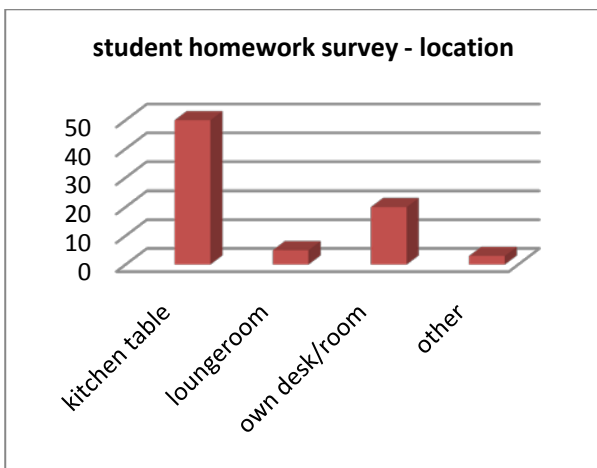


Staff reported that they generally set homework as a review process for work already completed and to communicate with parents.

Students reported that the majority completed their homework within 15 minutes each night and that they generally did their homework in a communal area such as the kitchen table or the lounge room.



Students also reported on the types of homework they most enjoyed completing. Numeracy based written tasks and hands-on games were scored very highly whilst tables activities and research were the least popular.



Future directions

The review has provided several key actions for the school. A Homework Centre will be established to provide teacher support for students as well as computer access for those who require additional resources. Each stage across the school will set a consistent homework program appropriate to the age of the student cohort. Homework will be set across a range of activities to provide more variety and support for students with different needs and learning styles.

The programs will be explained through the school newsletter, class meetings and parent interviews to further enhance parent knowledge. A series of parent guide booklets will be developed to assist parents with relevant information and support as well as information sessions at the school on topics such as spelling strategies, grammar, and numeracy language.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Staff: Numeracy focus in the classroom

Data:

- In 2009 the majority of staff was aware of the school's performance in NAPLAN although almost half did not indicate that such information is utilised to inform their teaching practice. Almost half believed that the current whole school strategies had not improved student performance in NAPLAN numeracy.
- In 2010 the majority of staff (>90%) believe NAPLAN data informs their teaching practice and that the whole school strategies approach has improved student performance. 100% of staff acknowledge that NAPLAN data is used to inform whole school strategies in numeracy.

Planning/Programming and Teaching:

- Staff rated all aspects of Planning/Programming and Teaching above 90% other than *using explicit criteria as a reference point for assessing student work in numeracy* (82%) and *lesson task using higher order thinking* (87%).
- 100% of staff believe they integrate the teaching of numeracy across other key learning areas (an increase from 50% in 2009) and that the syllabus informs their teaching practice.

Directions:

- 95% of staff believe that the professional learning available to staff and the resources available in the classroom were sufficient for their needs.

Staff group discussion focused on

- the introduction of the *North Coast Maths Scope and Sequence* and the data training as the key change agents in the staff approach to numeracy in the classroom.
- they also ranked the additional teacher and tutor support for small groups and
- the access to the technology to enhance the learning and support for mini-group work as major contributing factors.

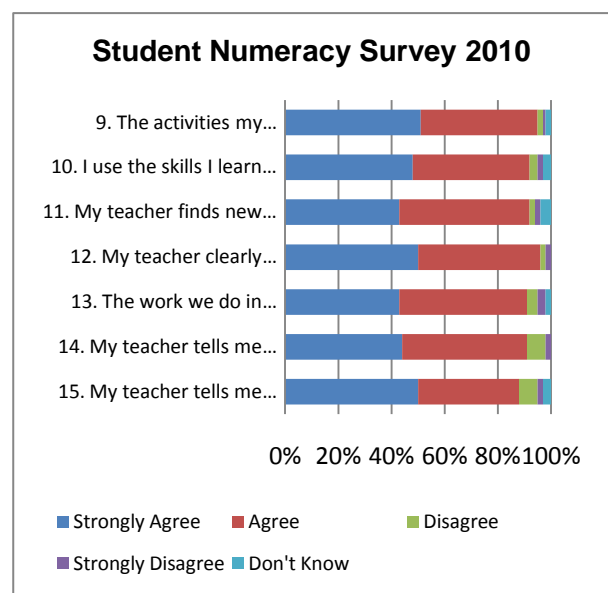
The discussion also recognised that 2010 had been a process of establishing strong foundations for future growth that was now evident in the classroom teaching situation.

Staff were also surveyed on the leadership of the school. Generally the results were very positive however there needs to be an increased focus on involving staff and community in clarifying the purpose of the school as a whole.

Student engagement in numeracy

Survey Responses: Students overwhelmingly believe it is important to learn mathematics (99%) and this is a significant increase on the same question in 2009. 90% believe that they use the skills from mathematics in other subject areas. Over 90% of students believe teachers, the school and parents expect them to do well in mathematics. This is closely linked to the 96% who believe they take pride in their learning and try to do their best in mathematics.

10% of students do not know if they are good at measurement or number. This is linked to the 15% of students who think their teacher does not tell them that they are doing well in mathematics. Around 5% of students believe teachers do not challenge them enough in mathematics.



Focus Group Interview Responses: Stage 3 are streamed in numeracy and interviews with the single sex lowest achieving students indicate that girls in Stage 3 prefer the single sex numeracy groups as they feel the teacher explains tasks more effectively, they work harder and they

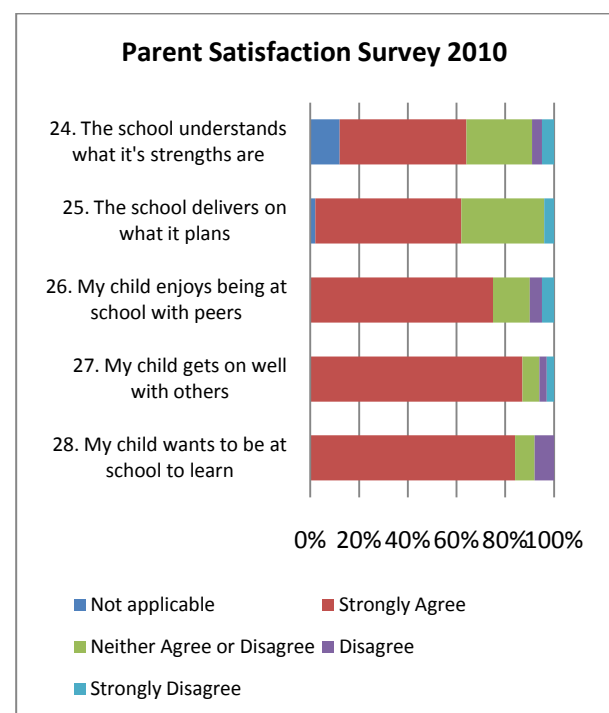
achieve more without distractions. The boys' numeracy group in Stage 3 indicated the same types of responses. This seems to nullify the survey response around staff feedback to students in terms of the lowest performing students at least.

The implications around "teacher talk" to improve self awareness of students in the mid range and high achieving student classes are very clear.

Parent Survey responses on general school operations: 14/28 questions on the survey were scored as highly satisfactory with an approval rating >75%.

The parents scored the school particularly highly on

- safe learning environment
- teachers encouraging students
- the schools always aiming to improve the education of my child
- teaching staff being approachable
- teachers making learning interesting
- children getting on well with other students and
- children wanting to be at school to learn



However 30% of parents believe their child is bullied at school and 38% believe their child is teased at school. This seems at odds with the highly positive indications involving the safe learning environment and children getting on well

with others but may focus more on playground issues.

In addition the school scored in the 50% - 60% range for parent involvement in decision making, encouraging parent participation and general school communication processes.

Focus Group interview responses indicated the opportunities for participation were available but many parents did not choose to take up the option. It should be noted that the P&C participation rate has increased by 300% per meeting during 2010. Discussions around perceived difficulties with communication focused on the improvements to the school website as a means of enhancing the process

Professional learning

In 2010 the staff were involved in a number of focus areas for professional learning. Professional learning involved staff attending courses off-site, as well as presenters working in the school and specific staff meetings and individual learning as required. All staff participated in the five days linked to the staff development day program. These involved workshops in numeracy, technology, literacy and mandatory training content.

Staff also continued their training in the *Reading 2 Learn* and *Accelerated Literacy* programs. In 2011 the focus will widen to include a strong focus on grammar, persuasive writing and reading comprehension.

The school implemented, under National Partnerships funding, a Teacher Scholarship program to encourage and support staff to seek extensive professional learning at a state, national or international level. Three staff applied for the scholarships to attend international conferences in Melbourne on technology and quality teaching.

Expenditure on teacher professional learning in 2010 totalled \$18,197 with an average of \$909 per staff member. This was supplemented by funding from National Partnerships programs and additional funding for Beginning Teacher programs.

This was distributed as follows:

Beginning Teachers	0%
Information Technology	12%
Literacy & Numeracy	23%
Quality Teaching	42%
Syllabus Implementation	2%
Career Development	5%
Welfare	10%
Other	6%

There are two New Scheme teachers currently completing their accreditation for Professional Competence. At this stage there are no staff who are required to maintain their Professional Competence level but this will become applicable in 2011.

All staff were also involved in an in-school program to observe a range of specialist lessons such as Reading Recovery and QuickSmart to add to their understanding of the programs available to assist students in their class.

School development 2009 – 2011

The School Plan 2009-2011 continues to focus on the programs, professional learning, community interaction and development of the school as a whole.

In 2010 the school undertook a further Situational Analysis to support the National Partnerships low-SES program implementation. This involved a series of surveys, face to face meetings with the community and extensive internal review of available data.

This School Plan 2009-2011 is available on the school website and can be found under the Partnerships section. The low-SES plan has been fully integrated into the school plan. <http://www.gleninnes-p.schools.nsw.edu.au>

Targets for 2011

Target 1

Literacy: Reduce the proportion of students at and below national minimum standard by 2.5% on an annual basis

Strategies to achieve this target include:

- Intensive professional learning for staff in grammar, persuasive writing and reading comprehension.
- Acquisition of resources to support reading comprehension implementation
- Parental support program through workshops, parent guidebooks and newsletter inserts

Our success will be measured by:

- Feedback from staff and evidence of enhanced practice in classrooms around professional learning focus areas
- Increased access to appropriate resources to support classroom learning activities

- Attendance rates at meetings, booklets completed and distributed, newsletter documentation and parental feedback

Target 2

Numeracy: Increase the proportion of students above the state proficiency standard by 1.5% or more on an annual basis

Strategies to achieve this target include:

- Data analysis with staff to focus on moving students into higher achieving bands.
- Establishment of numeracy groups across the school to provide targeted learning opportunities for all students
- Additional support in numeracy groups to enable staff to provide specific focus student learning programs

Our success will be measured by:

- NAPLAN data for 2011
- Feedback from staff, students and community on numeracy group strategy
- Evidence of focussed strategies in classroom teaching programs

Target 3

Increase the number of teachers actively planning for and implementing Quality Teaching Framework for improved outcomes from 20% to 85%.

Strategies to achieve this target include:

- Professional learning for staff
- Collaborative planning opportunities for staff
- Assistant Principal Quality Teaching to work directly with staff on programming, classroom implementation and professional reflection

Our success will be measured by:

- Staff feedback on support processes
 - Program review documentation
- Evidence of classroom practice through materials, resources and homework activities

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and

analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Sue Belford	Principal
Olga Dawes	Assistant Principal
Belinda Jerrett	Assistant Principal
Jane Lawrence	Assistant Principal (Rel)
Jeanelle Williams	Assistant Principal (Rel)
Judi Toms	Assistant Principal
Wendy Knight	President P&C School Council
Tracey Condrick	Technology Coordinator
Lesley Clibborn	School Administration Manager
Judith Archibald	School Administration Officer
Cathy Stirling	School Administration Officer

School contact information

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School Code: 2005

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>