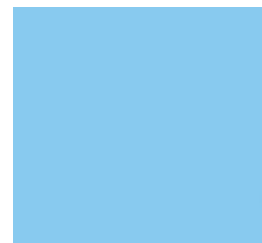


2009 Annual School Report Glen Innes Public School

NSW Public Schools – Leading the way



Our school at a glance



Students

The school provides for 445 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 2009 the school was selected to participate in both the National Partnerships Numeracy and the National Partnerships Low SES programs. This has involved significant planning with the staff and the community to ensure improved outcomes for students at the school. Although both programs started the funding cycle in the second half of 2009 the majority of the changes will become more apparent in 2010-2013.

In 2009 the school received additional funds under the National School Pride initiative. This enabled the school to complete a number of minor building works, new carpet in 12 classrooms and the installation of 14 new interactive whiteboards. In addition the preliminary work began on the new school hall and covered areas. The major ground work will begin in early 2010.

Transition programs between the school and Glen Innes West and Glen Innes High School have become a major feature of the school operation this year. These programs will ensure a smoother

transition for students with greater exchange of information between the schools as well as a stronger educational focus from the day students start at their new school.

Student achievement in 2009

Student achievement in 2009 has been measured across a range of indicators. These include social interaction, student satisfaction, internal data collection, initial assessments as part of the National Partnerships Numeracy program and the annual NAPLAN assessments.

Although individual results in NAPLAN have been positive a need has been identified to support numeracy results across the school.

Messages

Principal's message

2009 has been a very exciting year for the school and for me at a personal level. In my first year at the school I have been impressed with the professionalism of the staff, the willingness and enthusiasm of parents to improve student outcomes and the positive community support for our work in educating the young people of today who will become the leaders of tomorrow.

The school strongly promotes the values of responsibility, respect and cooperation.

As a school we strive for excellence through collaboration, recognition of our rural context and a culture of innovation to find new ways to support our students to reach their potential.

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/or School Council message

The Glen Innes Public School parents and Citizens Association (P&C) and School Council work with the staff to create a supportive education environment for our children.

This strong network assists in school decision making processes, fundraising and school governance.

In 2009 the P&C contribution was evident in a range of fundraising activities including the annual walkathon, bulb drive, Easter raffle, Christmas calendar project and disco events.

Financial donations were made to learning programs, purchase of resources and scholarship awards. The P&C were able to undertake Stage 1 of the playground refurbishment with the purchase of new outdoor furniture and supported school activities such as the Swimming and Athletics carnivals with BBQ and canteen facilities on those days.

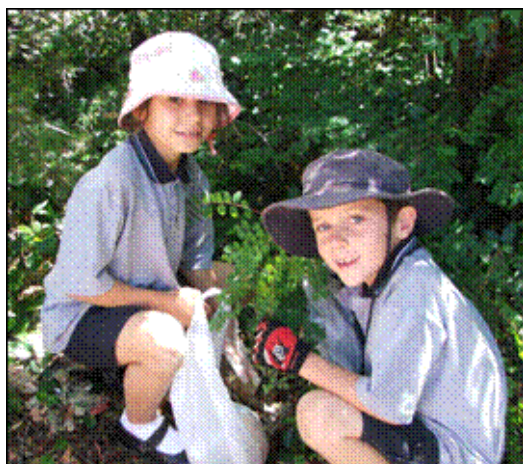
The School Council takes a role in the school's governance. In 2009 the following was conducted:

- Ratification of school policies
- Monitoring of financial reports
- Consideration of current school issues
- Oversight of the *National Partnerships* programs and the *Building Education Revolution* developments

Wendy Knight

President P&C

President School Council



Student representative's message

Being a school leader this year has been a great privilege for all of us. We have had some of the greatest opportunities that a young leader could ever have.

The leaders of our school went through a Peer Mediation Course to help other students with their problems. We have also worked hard to assist our fellow students in fundraising to help other children in difficult circumstances.

We attended the National Young Leaders Conference in Brisbane. The captains have shown responsibility by helping kindergarten children around on their first day. As captains we run the weekly assemblies and participate in the You Can Do It Program. We have represented the school at the World Day of Prayer and actually spoke at the service. We have also represented

the school at community activities such as Anzac Day.

We would like to thank Mrs Belford and Mrs Toms for their support.

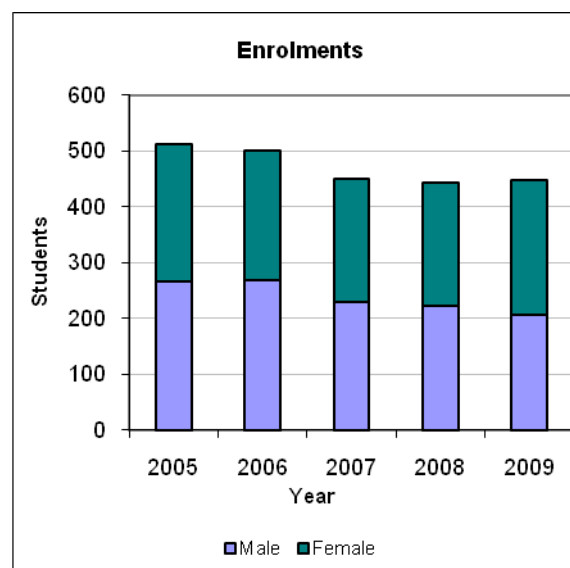
School Leadership Team

School context

Student information

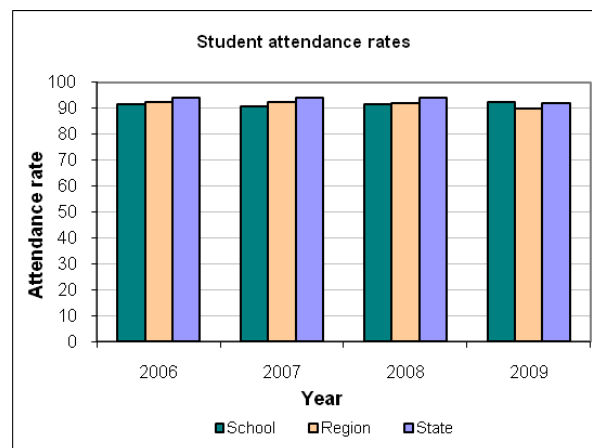
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile



Following a decline over the past 4 years the school has had a slight increase in enrolments in 2009. This is expected to continue in 2010 based on predicted enrolments.

Student attendance profile



School attendance has improved over the past 12 months. The 2009 school attendance rate of 92.5 is above the state and regional rate. However there are persistent non-attendance and partial attendance issues still to be addressed.

Management of non-attendance

Student non-attendance is managed through a range of strategies which include parent information on attendance requirements through newsletters and interviews, internal monitoring by staff, the use of specific proformas for parents, training of staff in the Department of Education and Training (DET) attendance guidelines and the correct use of codes and cooperation with the DET Home School Liaison officer (HSLO).

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 2009 class size audit conducted on Wednesday 18 March 2009.

Roll Class	Year	Total per Year	Total in Class
1CM	1	21	21
1K	1	23	23
2/1D	1	14	24
2/1D	2	10	24
2H	2	23	23
3/2KM	2	10	27
3/2KM	3	17	27
3S	3	31	31
3T	3	30	30
4C	4	27	28
4C	5	1	28
4K	4	30	30
KB	K	20	20
KG	K	20	20
KL	K	18	18
S3/2M	4	16	28
S3/2M	5	12	28
S3GB	5	10	30
S3GB	6	20	30
S3J	5	11	30
S3J	6	19	30
S3R	5	12	30
S3R	6	18	30
S3W	5	13	30
S3W	6	17	30



Structure of 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. The stage approach enables the school to provide a number of experiences for senior students in preparation for high school such as home rooms, a variety of teachers for specific subject areas and the use of self managing tools such as a student diary to track assignments and other important information.

Staff information

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

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	0.5
Support Teacher Learning Assistance	1
Teacher Librarian	1
Teacher of ESL	0
Counsellor	0.4
School Administrative & Support Staff (SASS)	2.622
Total	23.522

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,

A number of additional School Learning Support Officer (SLSO) positions are attached to the

school to support students with specific needs. This team is very skilled, dedicated and a very necessary part of the educational delivery at the school.

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.

Date of financial summary:	30/11/2009
Income	\$
Balance brought forward	303 450.09
Global funds	220 543.25
Tied funds	296 869.61
School & community sources	71 577.22
Interest	10 982.43
Trust receipts	23 731.75
Canteen	0.00
Total income	927 154.35
Expenditure	
Teaching & learning	
Key learning areas	29 923.38
Excursions	25 261.28
Extracurricular dissections	25 244.47
Library	5 135.60
Training & development	2 448.09
Tied funds	225 459.76
Casual relief teachers	41 602.78
Administration & office	84 906.44
School-operated canteen	0.00
Utilities	50 756.83
Maintenance	18 540.53
Trust accounts	36 500.68
Capital programs	11 571.20
Total expenditure	557 351.04
Balance carried forward	369 803.31

Comments:

Voluntary school contributions: There was a slight increase received in 2009 compared to 2008.

High levels of retained income: Over the last few years the school has been steadily building a

reserve of funds in preparation for major works in the school. The implementation of the *National School Pride* project and the impending National Partnership programs has meant these programs will be held over until 2010 to ensure all needs are met across the three funding sources.

The significant funds in the Tied Grants section are due to the National Partnerships Semester One income in late November, the additional Drought Assistance funding received late in the year and the purchases on order for additional technology.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



School performance 2009

Achievements

Arts

In 2009 Glen Innes Public School students once again participated in dance, choir and art programs showcasing their talents to the local and wider communities.

Various singing groups across the school performed at community events such as the Anglican fete, Legacy luncheon and various community Christmas events.

Our school was strongly represented in the schools section of Glen Innes Show in February, with most classes submitting a group display in the schools division.

The dance group performed at the New England Dance Festival (NERD), the school's 'Stepping Out' dance concert, the Anglican Fete and the 'Inverell Arts on Display' schools concert.

The school also participated in the Celtic Festival cultural activities around the focus country of Wales with a combined choir activity, street dancing at the official opening and an evening concert for the community.

The Creative and Performing Arts program will be expanded in 2010 to include a formal choir program and interest based electives in choir, public speaking and debating art as well Aboriginal art and dance.

Sport

A wide variety of sports and activities are offered to all Glen Innes Public School students. During regular class activities students are encouraged to participate in sport and physical education lessons, where sportsmanship, fitness and skill development are essential components of the Kindergarten to Year 6 program.



Students from Year 1 to Year 4 took part in the S.M.A.S.H. program in Term 4. The children in Kindergarten and Year 1 were given the opportunity to participate in the innovative new Water Confidence sessions.

At the K-2 Sports Day the following children won their age division in Athletics: Angela Moore, Jesse O'Brien, Brielle Steele, Connor Maxwell, Sarah Woolfe, Drew Curtis, Josie Doney, Angus Lane, Emily Burton and Ben Wilson.

The following children gained recognition as Champions and Runners-up at the Athletics Carnival: Nicholas Alley, Karl Clatworthy, Kimberley Gunther, Katlyn Onslow, Perry Stapleton, Jayden Every, Alisa Tunamena, Kirsty McLennan, Bryce Johnston, Scott Larkings, Jessica Davies, Tayla Fuller, Lana Winter and Courtney Martin.

These students were named Champions and Runners-up at the Swimming Carnival: Jessica Davies, Tayla Fuller, Scott Larkings, Lachlan Thomas, Gabby Blair, Katie Hodder, Perry Stapleton, Brock Simpkins, Shantal Martin, Tara Winter, Henry Hughes, Saxon Hughes and Noah Every.

The Champions and Runners-up at the Cross Country were: Emily-Jayne McClelland, Kate

Mephram, Abby McClelland, Lani Reynolds, Jessica Davies, Lana Winter, Brad Dunn, Nicholas Alley, Lachlan Thomas, Tom Shaw, Scott Larkings and Ryan Wilson.

The North West Representatives were:

- Jessica Davies
Swimming, Cross Country, Netball and Touch Football
- Perry Stapleton
Soccer, Cricket, Athletics
- Tayla Fuller
Netball, Athletics and Touch Football
- Nick Alley
Cross Country and Athletics
- Lana Winter
Cross Country
- Lachlan Thomas
Cross Country
- Courtney Martin
Swimming

Sport is valued at Glen Innes Public School and helps to provide a well rounded education to students.



Other

Administration Team Award



In 2009 the office staff was presented with the New England Regional Excellence in Education Award for *Excellence in Quality Service*. We are very fortunate to have such an outstanding team to support the work of the school and to interact so effectively with the wider community.

Stewart House Project

Each year the students at Glen Innes Public School work to raise funds to support the Stewart House project. This worthy project provides holiday and medical support for country students from across NSW. In 2009 the Stage 2 and Stage 3 students planned their own fundraising activities around a mini-fete and fun day. The funds raised by the student earned the *Highest Total Donation by a Regional School Award*.

Competitions

Students at Glen Innes Public School were given the opportunity to participate in the International Competitions and Assessments for Schools in 2009. These competitions covered English, Mathematics, Science, Computer Skills, Writing and Spelling. Approximately 10% of the student population from Year 3 to 6 took up the offer to participate.

The students listed achieved the following successes with Claudia Campbell achieving outstanding success.

English

High Distinction
Claudia Campbell Year 4

Distinction
Daniel O'Hara Year 4
Patrick Lane Year 6

10 students from Year 3-Year 6 received Credits

Mathematics

6 students from Year 3-Year 6 received Credits

Spelling

Distinction
Claudia Campbell Year 4

3 students from Year 3-Year 6 received Credits

Science

Distinction
Daniel O'Hara Year 4
Patrick Lane Year 6

1 student from Year 4 received a Credit

Computer Skills

Distinction
Claudia Campbell Year 4

6 students from Year 3-Year 6 received Credits

Academic

A strong focus on reading, spelling, writing and grammar will continue through the implementation of the *Accelerated Literacy* program in Stage 2, the *Reading to Learn* program in Stage 3 and the *Best Start* program in the early years.

Numeracy will be further developed through the involvement in the *Taking Off With Numeracy* (TOWN) program in Stage 2 and Stage 3, the QuickSmart program in Stage 3 and the implementation of the *Count Me In Too* (CMIT) program the early years.

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 the 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)

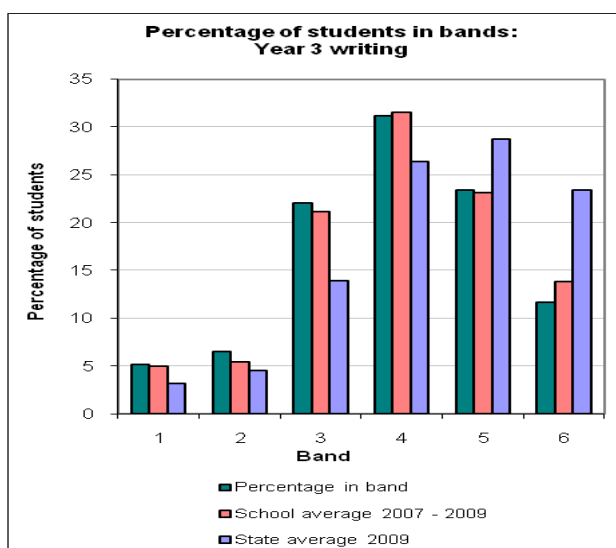
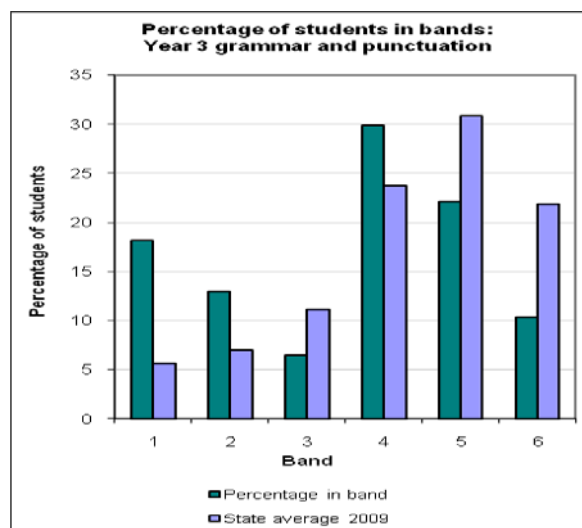
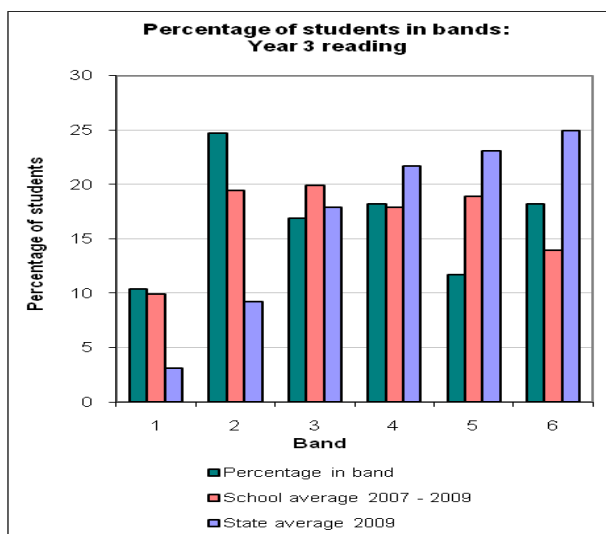
Literacy



The Year 3 cohort of 79 students sat the NAPLAN test. The Year 3 reading results in Band 6 exceeded the average results over the past three years. In writing the Year 3 boys exceeded regional and state results in Band 4 (34% compared to 28%) and were above regional levels in Band 6 (17% compared to 8%). The Year 3 girls exceeded regional and state results in Band 5 in writing as well.

In terms of overall literacy the Year 3 cohort outperformed the region and the state in Band 4 (31% compared to 26%) and is equal to the region in Band 6 (12%) however the Band 5 results are below regional and state expectations. Indigenous student results were below expectation with no students in Band 5 or 6.

Literacy – NAPLAN Year 3

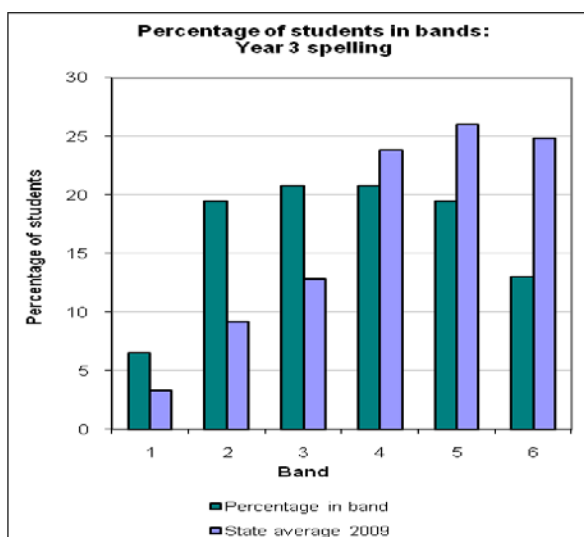


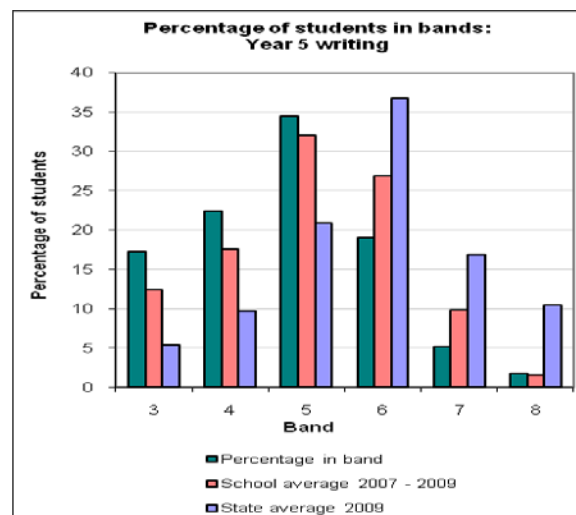
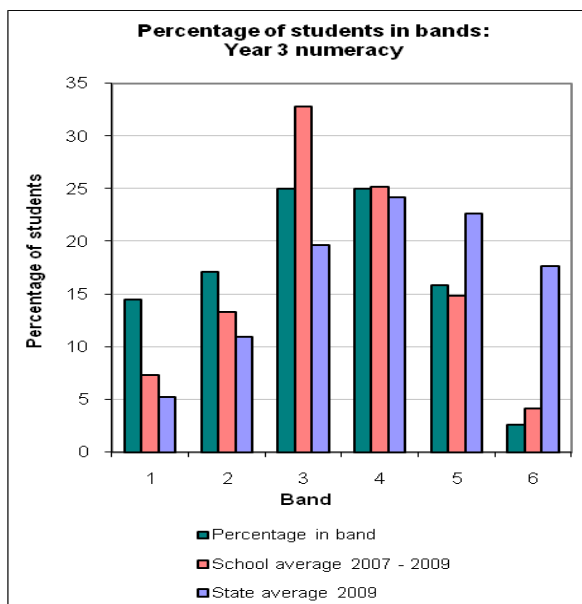
Numeracy

Numeracy – NAPLAN Year 3

The Year 3 cohort is slightly above regional and state expectations in overall numeracy in Band 4 but significantly below expectation in Band 6.

In Patterns and Algebra the Year 3 students in Band 4 were at regional level but significantly below expectation in Band 6. Year 3 boys (14%) achieved at regional level in Band 6 for Patterns and Algebra. Indigenous student results were below expectation with no students in Band 5 or 6.





Numeracy – NAPLAN Year 5

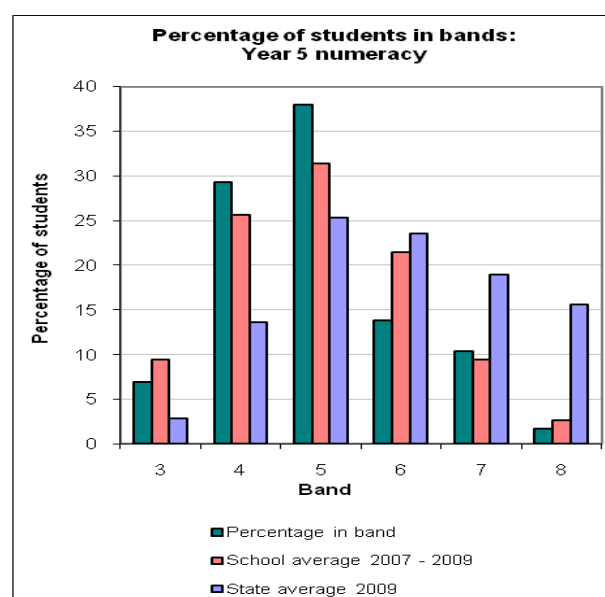
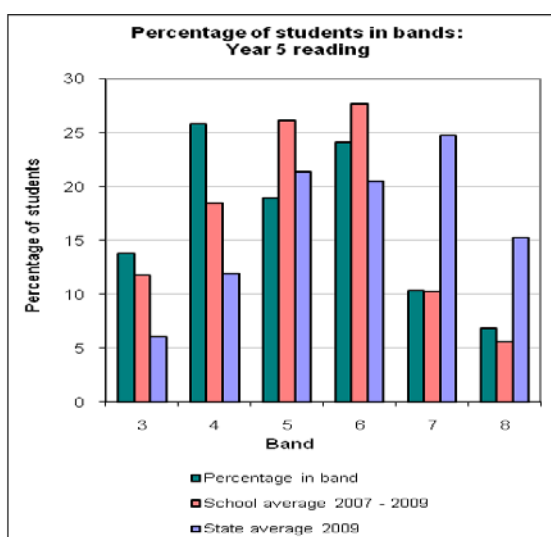
Overall there has been a reduction in students in Band 3 from 11% in 2008 to 7% in 2009 and a growth in numbers achieving in Band 4 (from 25% to 29%) and Band 5 (from 34% to 38%). Students outperformed regional and state results in Band 5 (33%) and Band 6 (21%) for Patterns and Algebra.

In overall numeracy there was a significant reduction in the number of girls in Band 3 from 11% in 2008 to 4% in 2009. In addition 20% of the girls performed above regional and state results in Band 7 and 4% equalled regional results in Band 8 for overall numeracy. Overall 50% of indigenous students performed in Band 5 and 13% in Band 6 in overall numeracy.

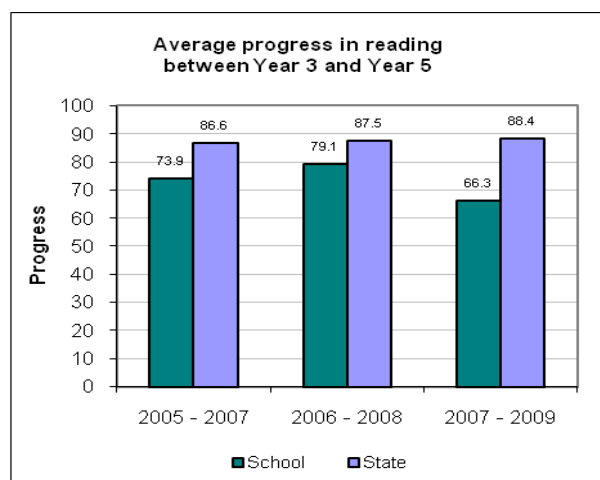
Literacy – NAPLAN Year 5

The Year 5 cohort of 61 students sat the NAPLAN test. Overall Year 5 student results in Band 8 were close to regional results (5% compared to 6%) but were well below region and state results in Band 7. In reading the girls were above regional (16% compared to 13%) and very close to state results (16% compared to 17%) in Band 8.

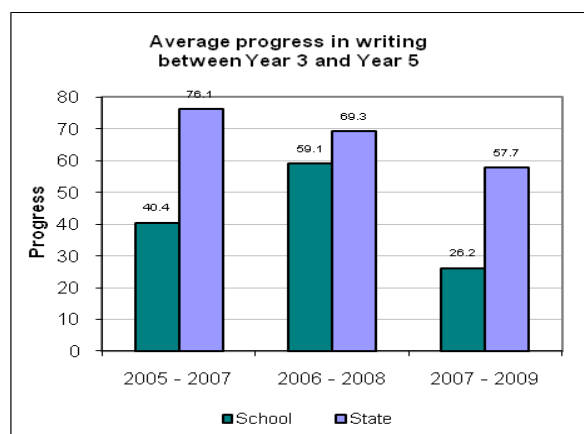
In Grammar and Punctuation the girls were above regional results (12% compared with 10%) in Band 8. Positive growth in indigenous outcomes has led to improved overall literacy results in Band 6. These are now well above regional and state results.



Progress in literacy

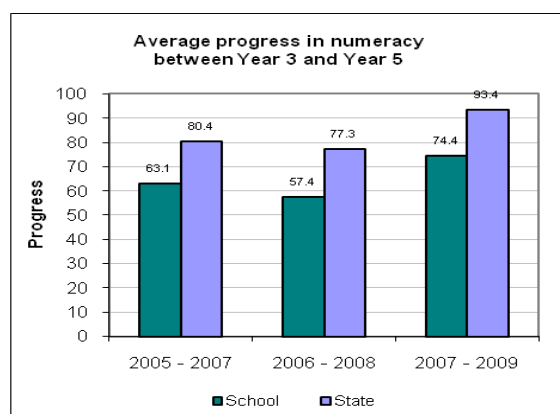


The school has achieved significant growth from Year 3 (2007) to Year 5 (2009) in reading.



The school has achieved a growth rate from 26.2 to 57.7 in writing from Year 3 (2007) to Year 5 (2009).

Progress in numeracy



The school has achieved a consistent growth rate over the past three cycles in numeracy while the overall upper percentile has increased since 2007.

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 2009

Percentage of Year 3 students achieving at and above minimum standard	
Reading	87
Writing	92
Spelling	91
Punctuation and grammar	80
Numeracy	83

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 5 students achieving at and above minimum standard	
Reading	83
Writing	80
Spelling	85
Punctuation and grammar	77
Numeracy	90

Significant programs and initiatives

Aboriginal education

The work of the school is well supported by the excellent role model provided by our Aboriginal Education Officer.

In 2009 we were pleased to host the first Elders Morning Tea at the TAFE Learning Centre in Glen Innes. The morning was well attended by local elders as well as the Mayor and other community representatives and students from Glen Innes High School.

In 2009 the school received additional funding to implement the Norta Norta literacy and numeracy programs for students in Stage 2 and Stage 3 as well as the Supplementary Recurrent Assistance Funding for Literacy and Numeracy programs for students in Early Stage 1 (K) and Stage 1 (Years 1 and 2).

Our participation in the National Partnerships Numeracy and National Partnerships Low SES projects will assist the school to ensure Aboriginal students achieve broader educational outcomes that match or better the outcomes of all students in NSW.

The school is currently implementing the *Personalised Learning Plan* program across the school. These plans will assist the staff to personalise the learning programs for Aboriginal students in social, emotional and academic areas.

Staff are currently developing perspectives to be integrated into classroom learning programs to ensure all students are educated about Aboriginal histories, cultures and current Aboriginal Australia.

2009 has seen the beginning of the process to reestablish the local Aboriginal Educational Consultative Group (AECG). We are looking forward to the next step when the junior AECG can be established at the school as well.

Multicultural education

In 2009 Glen Innes Public School hosted the launch of Refugee Week. This included student workshops and visiting speakers involving New England Regional staff. It was an excellent opportunity for students to see into another world where children are not always safe to go to school and enjoy an education.



The school has maintained a focus on multicultural education through the provision of learning programs that develop the knowledge, skills and attitudes required for a culturally diverse society.

Respect and responsibility

In 2009 the school received a grant from the Commonwealth Government through the DET Student Welfare Directorate as part of the *Celtic Community of Schools* program. The project focused on the values of respect, fairness and responsibility. In particular the school focused on the important and very current issue of cyberbullying.

A combined staff meeting with Glen Innes High was held one afternoon; a joint parent meeting was held one evening and two Year 6/Year 7 student forums were held at the school. These led to an increased awareness of the key issues by parents, a greater insight for staff and a greater awareness for students when dealing with the secret nature of cyberbullying.

The full project is now on-line at <http://www.valueseducation.edu.au/values>.

Other programs

Reading Recovery

The school is fortunate to have a Reading Recovery program to support students in Year 1. This program operates for 20 hours per week and provides individualised reading instruction for selected Year 1 students. The research shows the very real benefits of such an approach for our students.

Red Cross Youth

This is a major leadership and social responsibility project at the school. The group takes responsibility for raising funds for disaster relief such as the Victorian Bushfire Emergency in February 2009.

The project is very fortunate to have the support of the Red Cross senior organisation through the ongoing time, effort and interest of Mrs. Margaret Kiehne and her team.

Student Leadership

The student leadership program at the school provides a multitude of opportunities for students across the school to expand their horizons and take up leadership activities in sport, social and academic programs.

Twenty students also completed their Peer Mediation training so they could take up a leadership role in supporting students from Kindergarten to Year 6 to resolve their minor playground issues in a peaceful and productive manner.

Thirty students also attended a Leadership Forum in Brisbane where they had the opportunity to listen to some excellent motivational speakers and

to see their role as a leader in their own school in a new light.

Boys Mentoring Program

Once again the school worked closely with Mr. Chris Davies from Glen Innes High School to implement a highly successful *Boys Mentoring Project*. Each term a group of high school boys would visit the school or our Year 6 boys would visit them at the high school to help prepare them for high school. This culminated in very positive and exciting camp at the end of Term 4.

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 2009 targets

Target 1

Using Spelling in Writing

Our achievements include:

- Establishing a school wide internal assessment process to be completed on an annual basis
- Availability of in-depth assessment information to all staff
- Consistent use of posters and prompts across the school to focus on spelling strategies
- Specific time allocations for spelling in home classes
- Specific staff professional learning on spelling strategies

Target 2

Technology as a tool to enhance Quality Teaching

Our achievements include:

- Significant staff professional learning activities
- Increased number of laptop computers
- Interactive whiteboards mounted in majority of classrooms

- Installation of an additional video conference facility
- Extensive additional software purchases to support open ended problem solving, animation, publishing, data management and numeracy
- Transfer of school operating system to improve efficiency and access for students and staff

Target 3

Aboriginal Education

Our achievements include:

- Personalised Learning Plans across Kindergarten to Year 4
- Acquisition of resources to support literacy programs
- Implementation of Accelerated Literacy in Stage 2
- Introduction of the new Aboriginal Education and Training Policy
- Closer links with the newly establish Aboriginal Education Consultative group (AECG)

Target 4

Boys and Girls education

Our achievements include:

- Staff training in gender equity issues
- Establishment of separate boys and girls literacy and numeracy groups
- The implementation of the 'MeE Framework' research from the 2008 Rural Boys Research Project as the underpinning philosophy for school planning

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. In 2009 our school carried out evaluations of numeracy across the school and the management of technology across the school.

Educational and management practice

In 2009 the school undertook a review of the management practices around the implementation of technology across the school. This area is closely linked to the *Connected Learning* component of the 2009-2012 School Plan.

Background

The school has a significant technology infrastructure supported by the DET and two of the teaching staff at the school. As the demands of technology in classrooms and the management of the day-to-day operation of schools increase there has been a growing need to review current practice and identify future changes to better serve the students, staff and community of the school.

The Technology Committee undertook a review of software, hardware, peripherals and network systems across the school as well as staff training and student needs. Students and staff provided information in regard to their needs and concerns. A staff professional learning survey, an asset analysis and a cost analysis have all been completed as well as research into future demands in schools.

Findings and conclusions

The detailed examination of the technology infrastructure identified a dependence on key staff with little planning for future sustainability as staff leave the school.

A need for a more mobile operating system was identified as the current and future demand of computer access has exceeded the capacity of the existing computer laboratory. The expansion of the interactive whiteboard systems across the school was identified as a key need by staff and students.

Staff training was identified as a major requirement to support the integration of technology into the classroom setting. A need to support parents to become more familiar with the technologies available in the school has also been identified.

Software was generally deemed acceptable but a move towards more open ended and challenging software has been identified to support student problem solving and the move into online learning as well as the increased use of visual software for making movies and animations.

Although the imaging technologies at the school such as printers and copiers are excellent and meet guidelines there is a need to expand the availability of new peripheral technologies such as digital cameras, video cameras, MP3 recorders and players and access to video conferencing.

Future directions

The school has developed a three year timeline and a budget plan to meet the identified areas for development. This includes an increase in the availability of laptop computers, a wireless internet system across the school, interactive whiteboards in all classrooms, a bank of mobile peripherals for classroom use and the acquisition of more software with school wide licence agreements to support student learning. The school will also move to a new operating server system to ensure ongoing infrastructure support in the years to come.



Curriculum

In 2009 the school has undertaken a major review of numeracy across the school. This review is closely linked the school's selection as a *National Partnerships Numeracy* school. This selection entailed significant additional funding to support improved numeracy outcomes for students.

Background

Student trend data in terms of outcomes in numeracy have been below expectation over the past five years. The review collected survey data from staff and students and undertook an in-depth analysis of NAPLAN numeracy data for Year 3 and Year 5 students. The school also developed an in-school assessment program to provide further data in the specific area of number. A survey of existing resources and technology support was undertaken as well.

Findings and conclusions

- Staff need support to establish numeracy content, syllabus knowledge and effective programming practices
- The school needs to make greater use of effective assessment strategies and data analysis (including NAPLAN) to inform teaching practice is required

- A stronger partnership is needed with parents in the numeracy programs at the school
- A culture of high expectations in numeracy needs to be developed across the school
- A stronger focus on engaging and effective teaching strategies in Numeracy across the school

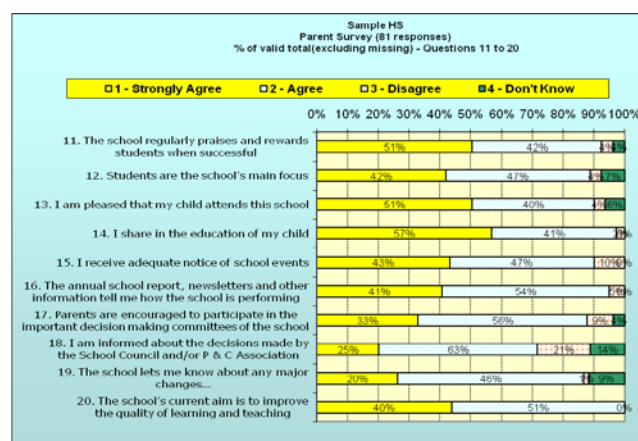
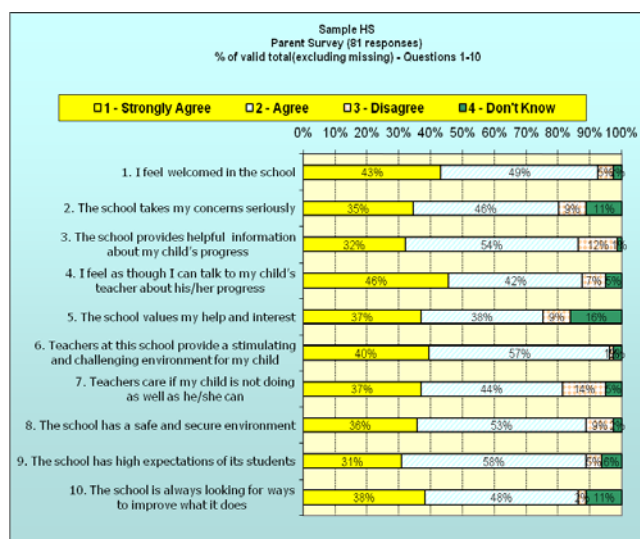
Future directions

- Kindergarten-Year Six Numeracy Scope and sequence established and programming guidelines established
- Parent support activities and open days
- Development of support resources including technology training and repositories
- Training for all teachers in using NAPLAN data for programming staff meeting/ stage meetings
- Implementing a transition program between primary and secondary and Glen Innes West Infants Public School teachers
- Staff training in new interactive whiteboards and access to a bank of laptops
- Support programs for most disengaged learners to support back into classroom learning

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

The parent responses are presented below.



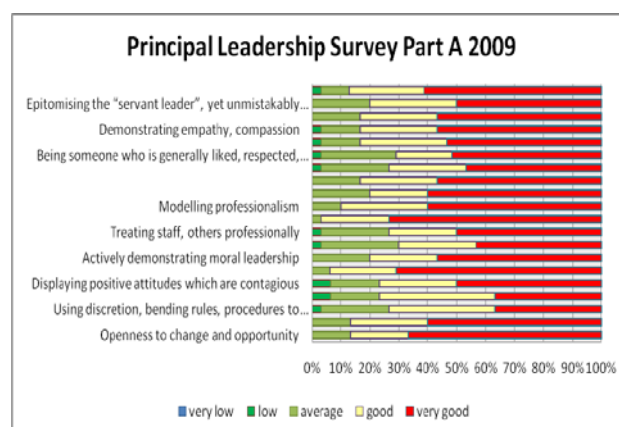
There were 20 questions in the parent survey. Seven drew a very positive response greater than 90% and four drew a negative response rate of 10%-15%

Positive Responses

- I feel welcomed in the school
- Teachers at this school provide a stimulating and challenging environment for my child
- The school has high expectations of its students
- The school regularly praises and rewards students
- Students are the school's main focus
- I am pleased that my child attends this school
- I share in the education of my child

The school has identified some key strategies to overcome some issues. These include a changed interview schedule to daytime appointments which will be held in Term 1 each year. Discussions with staff and parents will continue to ensure all parents feel their child is valued at the school.

The staff were surveyed in regard to the leadership which supports their work in the school and the improved learning outcomes of students.



The overall result was positive for the principalship and the executive leadership team. Specific areas have been highlighted for improvement and these have been incorporated into the school plan for 2010.

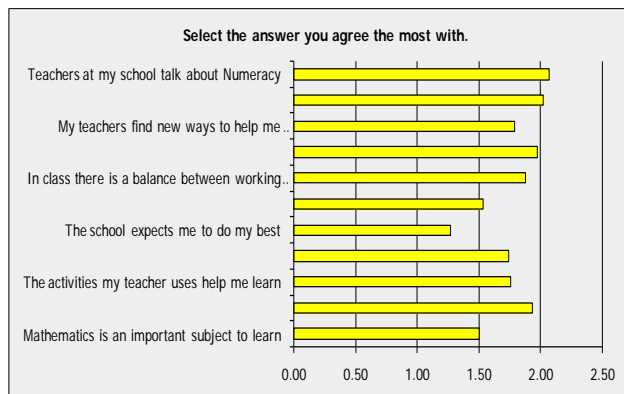
Students were surveyed in regard to the teaching of numeracy. Surveys were completed by students from Years 3/4/5/6 (211 students in total).

The survey was in the form of an on-line response and then a focus interview.

The follow up focus interviews revealed

- All students indicated they enjoyed using technology in their numeracy work and that it made it easier to understand; especially the patterns and sharing work on the interactive whiteboard.
- Students felt parents were generally helpful at home with their numeracy work but that many didn't understand the "new maths" as they called their homework.
- Some students indicated that parents reinforced the stereotype "I was never any good at maths either."
- Students felt that they didn't do well at numeracy because they
 - Didn't work hard enough
 - Were not smart
 - Didn't understand the work
 - Thought the work was too hard
 - Thought the work wasn't interesting, didn't make sense and had nothing to do with their lives (relevance)

As a result the technology component has been increased; a parent 'Maths Guide' booklet will be developed in 2010 and staff will undertake further professional learning in numeracy to support improved student outcomes and attitudes towards numeracy.



Professional learning

Expenditure on teacher professional learning in 2009 totalled \$20 226.19.

This was distributed as follows:

Beginning Teachers	2%
Information Technology	12%
Literacy & Numeracy	27%
Quality Teaching	2%
Syllabus Implementation	5%
Career Development	25%
Welfare	25%
Other	2%

School development 2009 – 2011

The Glen Innes Public School Plan 2009-2012 is available on the school website at <http://www.gleninnes-p.schools.nsw.edu.au>.

The school plan has been developed in consultation with staff and the wider school community to reflect the identified needs of the school as a whole and the students in particular. It reflects the DET priorities and has now integrated the mandated reform areas under the National Partnerships literacy and numeracy program and the National Partnerships Low SES program funding.

Targets for 2010

Target 1

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

Strategies to achieve this target include:

- Extensive professional learning for staff in numeracy strategies, programming and data analysis
- Implementation of TOWN and QuickSmart programs in Stage 3
- Implementation of CMIT in Stage 1
- Implementation of Best Start program in Kindergarten and Year 1
- Establishment of numeracy groups for specific focus areas across the school
- Further refinement of the in-school data collection and analysis process
- Closer cooperation with parents to support attitudes and skills in numeracy

Our success will be measured by:

- NAPLAN results for Year 3 and Year 5
- National Partnerships Numeracy benchmark assessment data
- Feedback from parents, staff and students

Target 2

Increase student attendance rates by 2%

Strategies to achieve this target include:

- Establish an Attendance Officer role within the school to monitor weekly attendance reports
- Increase Home School Liaison Officer (HSLO) interaction with regular scheduled meetings
- Staff training in Attendance Procedures
- Parent information and newsletter inserts
- Community Liaison Officer appointed to the school to support families

Our success will be measured by:

- Positions established
- Increased interactions with parents in regard to exemptions and other attendance issues by the Community Liaison and Attendance Officers
- Reduced partial attendance percentage
- Increased full time attendance percentage

Target 3

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

Strategies to achieve this target include:

- Increased professional learning in technology applications
- Consistent program monitoring across the school
- Project to link software and on-line opportunities to classroom syllabus implementation
- Collaborative planning time for staff to improve technology implementation in classroom activities

Our success will be measured by:

- Usage rates for the internet
- Support request to Computer Coordinator and Technology Support Officer
- Database established
- Program reports

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
Patti Sharwood	Assistant Principal
Judi Toms	Assistant Principal
Wendy Knight	President P&C/School Council
Jane Lawrence	Sport Coordinator
Tracey Condric	Dance Coordinator
Lesley Clibborn	School Administration Manager
Judith Archibald	School Administration Officer
Cathy Stirling	School Administration Officer

School contact information

Glen Innes Public School

Church Street Glen Innes 2370

Ph: 0267 322577

Fax: 0267 321804

Email: gleninnes-p.school@det.nsw.edu.au

Web: <http://www.gleninnes-p.schools.nsw.edu.au>

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>