

Glen Innes Public School Annual School Report 2013



School context

Glen Innes Public School is situated in the Northern Tablelands of New South Wales on the traditional land of the Ngorabul people. 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. The school was established in 1875. It features extensive grounds, a significant environmental creek area and a range of architectural styles from its oldest building, a former church (1870), to the more modern technology-rich connected classrooms of the 21st century.

The school currently provides for 440 students from Kindergarten to Year 6. 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.

The school has an Index of Community Socio-Educational Advantage (ICSEA) rating of 927 with 77% of the school population in the lowest two quartiles (see www.myschool.edu.au).

Approximately 14% of the students identify as being of Aboriginal or Torres Strait Islander background. The school has a major intake into Kindergarten. Year 3 will receive an intake from Glen Innes West Infants School. The Year 6 students attend Glen Innes High School when they graduate from the school.

Principal's message

Glen Innes Public School is a positive environment for our students and I thank the staff and parents and the wider community for the work they do to maintain and develop that positive culture.

Schools are a very dynamic force. There is an air of constant change and challenge. Students growing from somewhat overwhelmed Kindergarten children into confident young leaders in Year 6 ready to head off to their secondary years. We have an ever changing list of new staff coming into the school and some of our very experienced and valued staff members moving into retirement. The availability of

technologies, new buildings, new equipment all contribute to the work we do in schools.

However the greatest challenge for all schools today is to work as closely as possible with our community to engage students in the lifelong learning they will need to succeed in the future.

We do this as a community through providing strong role models for our children in reading to them at home, sharing the wonder of the world around them and supporting them as they grow into strong people with great resilience to meet the challenges ahead of them.

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



P & C and/or School Council message

The Glen Innes Public School P&C has continued to contribute to the life of the school through fundraising and consultation with the staff at the school.

Our fundraising has been constant throughout the year. This year we are developing a list of priorities in consultation with the school staff for future projects to benefit our children.

The canteen has undergone a restructure which involves a paid supervisor 4 days per week and volunteer staff 1 day a week. This has been very successful in terms of income for the P&C. We are very grateful to the volunteers, both parents and community members, who give up their time to help us raise the funds needed for our projects.

School discos, the Easter raffle, a walkathon and our calendar fundraiser at the end of the year also contributed toward this goal. Committed

members and volunteers helping at P&C activities have helped the Committee run smoothly over the year.

The School Council continued to work with the school through the ratification of school policies, monitoring of financial reports and oversight of the National Partnerships programs.

Student representative's message

We attended the Young Leaders Conference in Tamworth and used these skills to help others around the school. In 2013 the leaders did a Peer Mediation Course as part of Leadership Week to help other students with their problems. This year we started a new group of younger students in the Student Representative Council (SRC) to help with planning activities in the school.

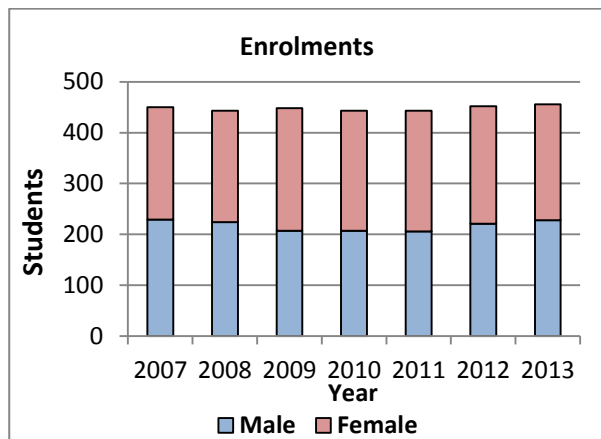
In the community we have represented the school at the World Day of Prayer, Anzac Day, and the Senior Citizens Week event.

Student Leadership Team

Student information

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

Student enrolment profile



The enrolment profile has not varied to any great extent in relation to numbers of girls and boys although particular grade groups across the school do indicate a larger group of girls or boys at different times. Overall school enrolment numbers have also remained relatively stable.



Student attendance profile

Year	2009	2010	2011	2012	2013
K	93.4	95.4	93.6	93.6	95.0
1	93.6	92.9	94.1	91.9	94.9
2	94.4	94.1	95.4	93.0	93.0
3	92.4	92.9	95.0	92.1	94.3
4	91.9	93.4	93.7	94.2	93.3
5	91.2	91.4	93.3	93.4	94.6
6	91.4	91.2	93.2	92.1	94.0
Total	92.5	93.0	94.1	92.9	94.2

In 2010 the school set a target of 95% average attendance by 2014 and is on track at this stage. The serious and on-going outbreak of gastro-enteritis and flu-like illness in 2012 meant a significant setback to the progress in this area but 2013 saw a return to a positive trend in attendance.

Management of non-attendance

Student non-attendance is managed through a structured support and monitoring process to work with families to ensure high attendance rates for all students. This includes regular reminders in newsletters and parent meetings, reminder notes, follow up phone calls and regular interviews with parents where necessary. It also includes the utilisation of Departmental resources to support families to have children attend school on a regular basis.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teachers	0
Classroom Teacher(s)	14
Teacher of Reading Recovery	0.6
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	2.782
Total	27.860

The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce. The school has a number of staff with an indigenous background.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0
NSW Institute of Teachers Accreditation	6

Financial summary

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	266415.39
Global funds	260911.00
Tied funds	291876.11
School & community sources	51869.75
Interest	8802.54
Trust receipts	42534.10
Canteen	0.00
Total income	922408.89
Expenditure	
Teaching & learning	
Key learning areas	17023.87
Excursions	26278.12
Extracurricular dissections	22390.52
Library	3455.14
Training & development	2492.84
Tied funds	323456.04
Casual relief teachers	27919.92
Administration & office	86279.73
School-operated canteen	0.00

Utilities	67795.62
Maintenance	36895.56
Trust accounts	43580.26
Capital programs	24938.07
Total expenditure	682505.69
Balance carried forward	239903.20

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 2013 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Arts

Each year the school participates in a major cultural event within the community. The annual Celtic Festival is an opportunity for the school to work with the wider community to celebrate the heritage of the community. The school provides a choral, art and dance component for the public events at the official opening and the public performance concerts held each year.

The school is very proud of the achievement of the students in this community event. Every student at the school had the opportunity to perform in the concert and again at the dance performance at the official opening.



The school also provides a number of performance items for local functions such as the Senior Citizens Week, and various Christmas functions for members of the community.

Sport

The school has developed a very comprehensive sporting program over the years which enable those with specific talents to move onto

representative honours whilst ensuring all students have the opportunity to develop their talents for the future.

Each year the school holds a swimming carnival for those who can swim the relevant distance in the different strokes. The year began with the annual school swimming carnival. 143 students entered on this day, where the winning house was Arunta. Forty five students competed at the next level and then seventeen moved to the regional level.

The cross country event is open to all students from Kindergarten to Year 6 (K-6) who run/walk the relevant distance for their age division. From our school event 64 students were selected to trial against the students in the NNE area in Tenterfield. Five students were awarded champions or runners up and twenty six students qualified to compete in the North West trials in Coolah. Special congratulations to Charlie Smith who was successful in being selected to compete at the state level as a NW representative.



The athletics program includes several weeks of training for K-6 and trials at school for students 8 years and above. Those who qualify then attend the school carnival whilst all other students attend the Alternate Athletics Carnival at school. This has proved to be very successful as it encourages all students to develop their skills and remain active.



At the completion of this carnival, 64 students earned their place to compete against other students in the NNE zone. It was here where Glen Innes Public School competed so well that they brought home the Terry Butler Shield

for the first time since 2006 and also six champion and runners up trophies. A special mention must go to Evan Byrne and Connor Maxwell who broke records in the 11 year and

Junior Boys long jump respectively. Twenty nine students then had the opportunity to test their skills against the best in the North West area. We were very proud of the 8 students who moved through to state level.

Congratulations to Evan Byrne, Ben Wilson, Bailey Ratliff, Angus Lane, Brielle Steel, Georgie Webster, Kaleb Hope and Nikita Daley for athletics. This was our largest contingent in athletics for a number of years.



A number of teams competed in the various PSSA knockout competitions and we hosted several development days in different sports to encourage student participation and build specific skills. The Horse Sports team also had another successful year.



The students also participated in the Premier's Sporting Challenge. Students were involved in gathering data on their physical activity recording how many minutes they were engaged in this per day for 10 weeks. A class average is worked out with students receiving a bronze, silver, gold or diamond award. This year our school was awarded with a Diamond Certificate, the highest level of participation and achievement.

As a whole school we also participated in the National Health and Physical Education Day in conjunction with the P & C walkathon. Both of these events highlighted that sport and being active is for everyone and helps everyone to lead a healthy life.

As always the achievement of these students is a combination of talent, hard work, training and parental support.

Academic achievements

NAPLAN

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Other achievements

There were many highlights during the year but two stand above the rest. The first involved a classroom teacher, Mrs. Nikki Lee, who was awarded the very prestigious Alan J Kerr Award from the Australian College of Educators for outstanding classroom practice.



The second highlight was the celebration of the school's sesquicentenary. The school has been serving the community for 150 years both at the present site and the original site in Meade Street.

The event was celebrated with a formal assembly, a terrific family picnic and an old time sports day. This was supported by an amazing History Walk in Bruxner Learning Centre to share so many photos and artefacts from the past 150 years. The roll up of past students to look at the display who then stayed on to talk to old friends and share some wonderful stories of their days at school was truly amazing.



Significant programs and initiatives

Aboriginal education

The school has approximately 14% of the school population who identify as having an Aboriginal Torres Strait Islander (ATSI) background. The school employs a full time Aboriginal Education Officer (AEO).



The children pictured above delivered a unique and very moving combined welcome and acknowledgement to county at the school's formal assembly as part of the sesquicentenary celebrations.

To help build stronger links with the community the AEO undertook a study course in the local Aboriginal language. This knowledge was utilised in 2013 to work with the high school in a language program to support the transition process for our Aboriginal students. It was also utilized in the "Challenge" program as an opportunity to share the language with Aboriginal and non-Aboriginal students.

Multicultural education

The school has an ever increasing enrolment of students with a non-English speaking background.

The school continues its very strong involvement in the local Celtic Festival as one of our major contributions to the community each year.

Each year a unit of study is completed in Term 1 around a different Celtic nation. In 2013 we studied Scotland. The study included language, music, culture, dance, traditions as well as history and geography.

The unit culminates in a series of concerts, a dance display at the official opening ceremony and an art competition.

Other

In 2013 several students excelled in the International Competitions and Assessments for Schools (ICAS). These competitions covered several different subjects.

Computer	
Blake Hahn, Hayden Doyle, Naomi Eastwood	Credit
Mathematics	
Heidi McCormick, Evan Byrne, Kayleb McCleary	Distinction
Jessica de Jong, Amy Hodder, Bailey de Jong, Sophie McCormick, Shin Dawson	Credit
Science	
Kayleb McCleary	Distinction
Spelling	
Clare Quilty	Distinction
Jordan Villella, Kayleb McCleary	Credit
Writing	
Clare Quilty, Natalie Brennan, Josie Doney, Heidi McCormick	Credit
English	
Heidi McCormick	Credit

National Partnerships

The school continued to receive significant additional funding in 2013 under the National Partnerships low-SES program.

The school has developed a model to deliver the funding to students, teachers and the community utilising the research, It's All About MeE: A Motivation and Engagement Framework (Munns & Martin)

The finding supported a number of innovative projects including

- "Grow It Cook It Eat It" (GCE) and "Challenge" programs
- Technology integration through hardware, software purchases and technology support
- Collaborative planning time for staff and professional learning
- Additional human and physical resources for classrooms in literacy and numeracy



The Junior MasterChef team from GCE prepared all of the food for the sesquicentenary celebration formal luncheon.

Feedback for programs which directly influence students such as literacy and numeracy resources and technology integration, GCE and Challenge have been very positive. They have contributed to the higher levels of engagement, reduced levels of disengagement and helped maintain the relatively high attendance rate across the school.

Feedback from staff in relation to professional learning and collaborative planning time has been very positive. There is evidence of improved practices in classrooms and in the preparation for classroom learning across the school.

School planning and evaluation 2012—2014

School evaluation processes

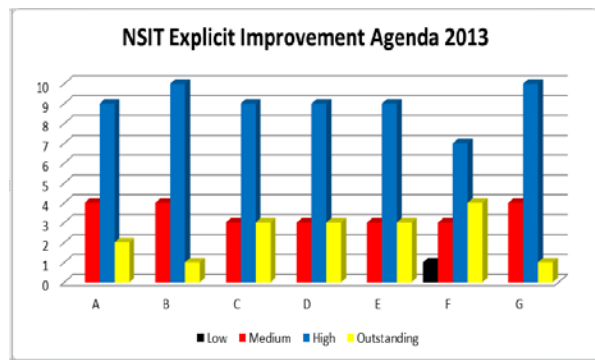
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys and discussion with focus groups
- Collection and analysis of data
- Anecdotal and observational data

In 2013 the school undertook a full review of programs in place over the past four years to support literacy and numeracy, student engagement and teacher quality. The evaluation included longitudinal data for attendance, suspensions, professional learning, NAPLAN and Best Start data, community engagement, student attitudes and leadership.

The National School Improvement Tool (NSIT) also provided significant data to inform future planning.

A key focus was the development and implementation of an explicit agenda for improvement across the school.



The results indicate that

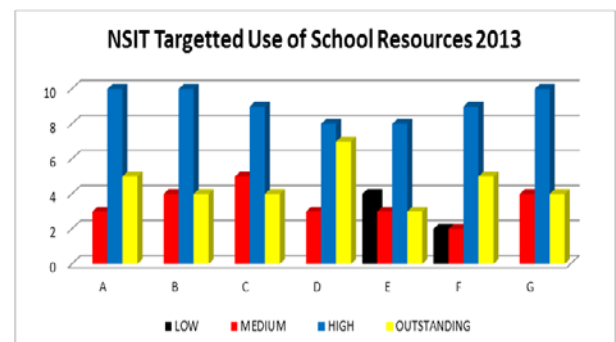
- school staff are united in their commitment to improve the quality of teaching and learning throughout the school and to address obstacles to school-wide improvement
- The school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes
- the school has clearly articulated strategies for improving levels of student achievement and well-being; and

- progress towards targets is monitored and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance

Future directions include

- more explicit targets for improvement in student achievement levels set and communicated to parents, staff and the wider school community

The second major focus involved the effective use of school resources, both human and physical, to support improved student learning outcomes and engagement.



The results indicate

- the school has processes to identify and respond to student needs through the allocation of staff and resources
- staff are deployed in ways that best address the learning needs of all students in the school and that make best use of available staff expertise and interests
- the school gives priority to initiatives aimed at improving outcomes for students in its use of discretionary school funds
- the school effectively uses its physical environment and available facilities to maximise student learning

Future directions include:

- Ensuring school-wide programs and approaches for students requiring additional or specialist support
- flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners

School planning 2012—2014: progress in 2013

School priority 1: Literacy

Outcome for 2012–2014

To reduce the achievement gap in literacy performance in the school.

2013 Targets to achieve this outcome:

- reduce the proportion of students at and below national minimum standard by 2.5% on an annual basis
- increase the proportion of students above the state proficiency standard by 1.5% or more on an annual basis

Evidence of progress towards outcomes in 2013:

- the target to increase proportion at proficiency level was not achieved
- the target for a reduction in the lower bands was achieved for Year 5

Strategies to achieve these outcomes in 2014

- undertake a review of student engagement in reading
- update new staff in relevant professional learning to support a consistent approach to teaching reading across the school
- further enhancement of resources to ensure a wide range of reading materials across all grades in print and electronic formats



School priority 2: Numeracy

Outcome for 2012–2014

To reduce the achievement gap in numeracy performance in the school.

2013 Targets to achieve this outcome:

- reduce the proportion of students at and below national minimum standard by 2.5% on an annual basis
- increase the proportion of students above the state proficiency standard by 1.5% or more on an annual basis

Evidence of progress towards outcomes in 2013:

- there was a decrease in the proportion of Year 3 in lower bands but did not meet target
- there was a significant increase in proportion of Year 5 students meeting proficiency standard

Strategies to achieve these outcomes in 2014:

- develop effective and consistent assessment strategies and resources for Kindergarten-Year 2 to match Best Start numeracy continuum
- professional learning for staff in preparation for the new syllabus implementation in 2015
- development of a scope and sequence to ensure consistent teaching in 2015 for the new syllabus

School priority 3:

Student engagement

To enhance student engagement to improve student learning outcomes.

2013 Target to achieve this outcome:

- increase student engagement in learning through best practice implementation of differentiated curriculum and increase attendance rates at the school from 2010 attendance rate 93% to 95% by 2013

Evidence of progress towards outcomes in 2013:

- a general attendance rate of 94.2% has been achieved. Aboriginal attendance has increased from 86.1% in 2009 to 91.5% in 2013
- innovative strategies such as “Grow it Cook It Eat It” and “Challenge” Programs have received very strong and positive feedback from students and parents to encourage student engagement
- professional learning for staff in effective differentiation in classrooms

Strategies to achieve these outcomes in 2014:

- continued professional learning for staff in effective differentiation in classrooms
- maintain current attendance policy and processes
- further enhance the innovative programs available across the school through greater community involvement.

School priority 4: Leadership**Outcome for 2012–2014**

To strengthen leadership development and enhance management capacity.

2013 Target to achieve this outcome:

- increase percentage of staff at professional accomplishment level from 0% to 10% by 2014

Evidence of progress towards outcomes in 2013:

- Progress has not been achieved in this area due to a number of relieving staff in executive positions
- Professional learning opportunities and networks have been established to build capacity in the aspiring leaders at the school as well as substantive executive staff.

Strategies to achieve these outcomes in 2014:

- Continue accessing professional learning opportunities
- Stabilize permanent executive positions

Professional learning

Expenditure on teacher professional learning in 2013 totalled \$16420 with an average of \$820 per staff member.

Beginning Teachers	0%
Information Technology	3%
Literacy & Numeracy	47%
Quality Teaching	7%
Syllabus Implementation	14%
Career Development	13%
Welfare	13%
Other	3%

Additional professional learning was supplemented by funding from National Partnerships programs and tied funds.

In 2013 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, specific staff meetings and individual learning as required. On-line professional learning was accessed for sessions around the new syllabus for English and Mathematics.

All staff participated in the six days linked to the staff development day program. These involved workshops in student welfare, numeracy, technology, data analysis, differentiated curriculum, literacy, new syllabus requirements in English and mandatory training content.

Additional professional learning was available through network meetings for the Assistant Principals, School Administration Manager, Teacher Librarian and Principal.

One staff member is an accredited L3 Kindergarten trainer and provided training to staff at the school as well as staff from surrounding schools. One staff member has been involved in the Art of Leadership program which has been very beneficial. The school is also involved in the Principals Alliance Project to build leadership capacity for aspiring leaders, school executive and principals in a cluster group of schools in this area.

Currently two staff are working towards NSW Institute of Teachers accreditation and six staff are maintaining their accreditation at Professional Competence.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

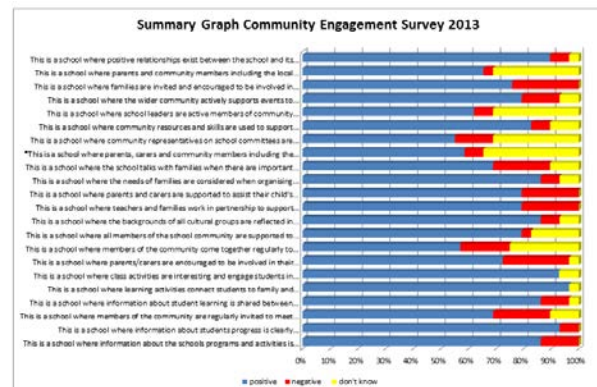
Their responses are presented below.

Parents

Parents are surveyed each year in regard to the level of community engagement with the school. There has been growth over the last four years for the School Community Matrix. The majority of responses were in Level 1 and Level 2 in 2009. By 2013 the majority have moved to Level 2 and Level 3. Areas for development include another attempt at more training opportunities for parents as this has not always proved very successful in the past.

LEVEL	Strands in School Community Partnership 2013 (PAC)
	<p>Communication among home, school and community</p> <p>School and classroom practices</p> <p>Parents helping their children to learn</p> <p>The role of students in linking home and school</p> <p>Parents as volunteers</p> <p>Parents learning about children's learning</p> <p>Working with the community</p>
Participation Level 3	<p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p>
Participation Level 2	<p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p>
Involvement Level 1	<p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p> <p>Parents and teachers have common goals and high expectations. Parents are encouraged to be involved in the school. They are active in school and classroom decision making.</p>

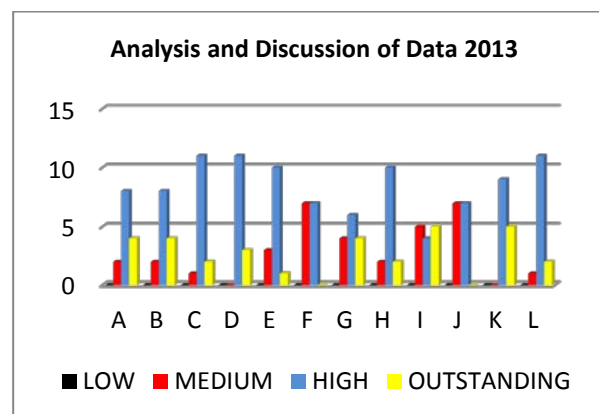
The Community Engagement Survey has indicated consistently positive responses over the four years in the majority of categories. The green highlighting are levels identified in 2009 and the yellow areas are the areas of growth identified in 2013.



Two areas for future development include a focus to ensure parents/carers are encouraged to be involved in their child's learning and supported to assist their child's learning at home.

Staff

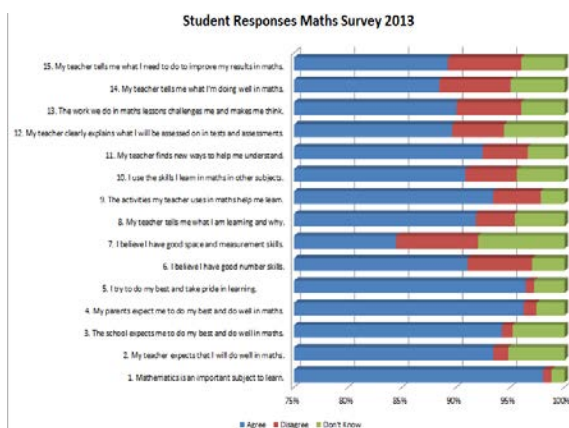
Staff provided responses in regard to their satisfaction in a key area of school operations around the use of data to inform practice in the school to improve student outcomes



The results indicate a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. There are no areas of deficit i.e. nil responses in the LOW category, although there are areas for future growth. These include further professional development in analyzing and interpreting data and investigating outcomes for students once they move to the high school setting.

Students

Students were surveyed in regard to their satisfaction with the mathematics program at the school. This survey has been undertaken each year since 2009 to measure growth in this key area.



Students indicated an increase in confidence in the teacher supporting their learning but a decrease in parental expectations. The space and measurement strand are areas of concern as a decreasing percentage of students believe they are successful in this area.

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
Belinda Jerrett	Assistant Principal
Jane Lawrence	Assistant Principal
Nikki Lee	Assistant Principal (Rel)
Mark Morris	Assistant Principal (Rel)
Tracy Wallbridge	President P&C
	School Council
Lesley Clibborn	School Administration Manager
Cathy Stirling	School Administration Officer
Judy Archibald	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:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>