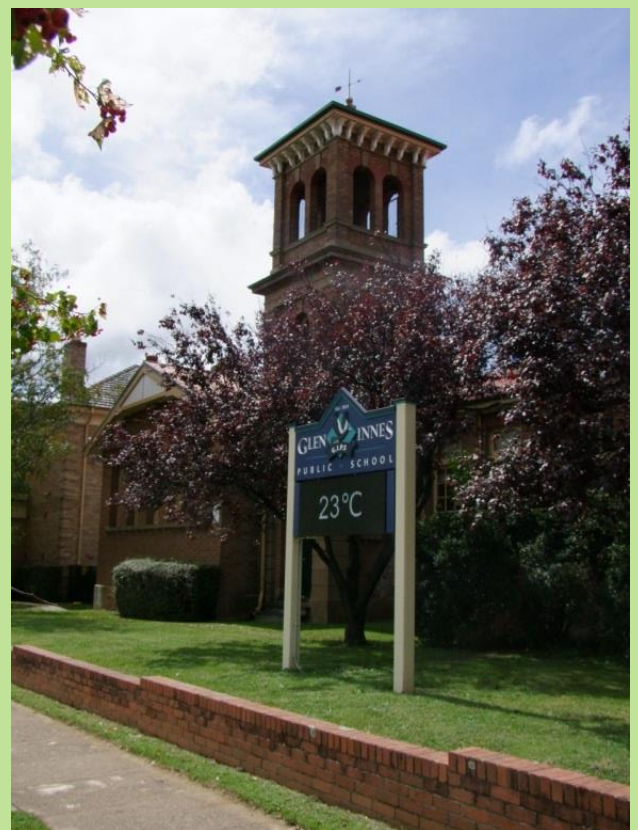




Education &
Communities

Glen Innes Public School Annual School Report 2014



2005

School context statement

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 generally attend Glen Innes High School when they graduate from the school.

Principal's message

As 2014 is my final year at Glen Innes Public School I would like to acknowledge the hard work and dedication of the support, office and teaching staff in working with the community to provide a supportive yet challenging environment in which our students have the opportunity to thrive.

I have always believed that education provides a key for each and every one of us to create our own future and it has been a pleasure to work with the various members of the team to help our students achieve that potential.

P & C and/or School Council message

The Glen Innes Public School P&C has worked hard raising funds for various developments within the school. In conjunction with the previous two Year 6 groups we have achieved the purchase and installation of an electronic sign at the front of our school and the purchase and installation of Cola Blinds on our New Hall Cola, which will make this area more useable in winter and wet weather.

We have begun giving back to the staff this year, by providing morning tea once per term as a way of thanking them for all they do for the P&C. Without the support of all the staff and the work of the administration team, many of our fundraisers would not be achievable. This is helping in a community spirit between staff and parents which is important to the P&C.

This year we saw an epic fundraiser take place with the production and sale of our very own Recipe Books. Photo Create (local business) donated the printed books, which meant they were a 100% profit fundraiser. We have also run a BBQ at the school Cross Country, our Annual Easter Raffle, the Regional Athletics Carnival, a BBQ at the swimming carnival, discos, Stuck on You Labels, Chippy Day, School Photos, selling house coloured t-shirts, hair ribbons, beanies, gloves & scarves plus we held the Crazy Camel Fundraiser. These activities all give an idea of how involved and dedicated this P&C is to the school. Along with the Commonwealth School Banking and our Lunch Centre profits, we are dedicated to raising funds to put back into the school and to support present and future students.

Our Lunch Centre is firmly working toward maintaining and exceeding the guidelines of the "Healthy Eating" philosophy it now holds. The Lunch Centre has gone through a lot of change this last year, our coordinator resigned after being casually employed for the past 8 years. Our Lunch Centre is a guaranteed fundraiser for the P&C when run well. This is a big responsibility on our new Lunch Centre Coordinator with the support, backing and guidance of the P&C executive.

The school Council met to discuss the 3 Year School Plan and was a part of a constructive meeting with a broad range of community and school members. The school council was given extensive information about the 5 P's and support the school with its goals and plans for the future.

Student representatives' message

This year the leaders of Glen Innes Public School have attended and organised numerous fun and interesting events. In term 2, the leaders attended the GRIP Leadership Conference at Armidale, where we learnt many skills to help us be better leaders. Later on in the year the Student Representative Council and the School Captains raised money towards fruit trees for the school garden. We also raised money for ex-students to help out in Cambodia.

Within the community we have represented the school in the ANZAC Day march, Remembrance Day, World Day of Prayer, NAIDOC Celebrations and the Senior Citizens' luncheon.

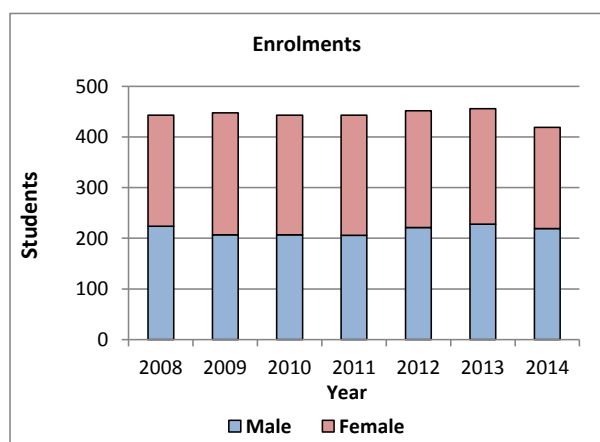
We would like to thank the staff for making our Primary School years an unforgettable experience.

2014 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 boys and girls, although particular grade groups across the school do indicate a larger group

of boys or girls at different times. Overall school enrolment numbers have also remained relatively stable.

Student attendance profile

Year	2009	2010	2011	2012	2013	2014
K	93.4	95.4	93.6	93.6	95.0	95.0
1	93.6	92.9	94.1	91.9	94.9	91.8
2	94.4	94.1	95.4	93.0	93.0	94.1
3	92.4	92.9	95.0	92.1	94.3	93.7
4	91.9	93.4	93.7	94.2	93.3	94.9
5	91.2	91.4	93.3	93.4	94.6	92.9
6	91.4	91.2	93.2	92.1	94.0	93.5
Total	92.5	93.0	94.1	92.9	94.2	93.7

In 2010, the school set a target of 95% average attendance by 2014. This year's average has fallen slightly from 2013. The school will maintain this target and review procedures during 2015 to assist in achieving the 95% average target. In 2012, there was a serious and on-going outbreak of gastro-enteritis and flu-like illness which accounted for the significant reduction in the 2012 figures.

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)	15
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administrative & Support	2.782
Total	26.982

The Australian Education Regulation, 2014 requires schools to report on 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	2

Professional learning and teacher accreditation

All staff participated in professional learning throughout 2014. Staff Development Days included – collaborative yearly planning for the school, Learning and Support teams, the role of the school counsellor, code of conduct, PLAN, Child Protection Awareness, Scootle, Non Violent Crisis Intervention, Work Health and Safety and anaphylaxis. Extensive professional learning occurred throughout the year on the new Mathematics K – 6 syllabus. Staff meetings covered the Melbourne Declaration, attendance, school planning and Professional Learning Communities (PLCs).

The average expenditure on teacher professional learning funds per teacher was \$864 with the total annual school expenditure being \$16, 425

The school has 6 permanent new scheme teachers who are all maintaining accreditation at Proficient.

Beginning Teachers

There were no permanent beginning teachers appointed to the school in 2014.

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	30/11/2014
Income	\$
Balance brought forward	239903.20
Global funds	256413.19
Tied funds	409115.64
School & community sources	57081.03
Interest	10024.6
Trust receipts	24199.3
Canteen	0.00
Total income	996736.96
Expenditure	
Teaching & learning	
Key learning areas	18618.01
Excursions	28525.73
Extracurricular dissections	20807.76
Library	3851.42
Training & development	1779.55
Tied funds	319222.40
Casual relief teachers	47173.90
Administration & office	52455.41
School-operated canteen	0.00
Utilities	70611.62
Maintenance	26039.99
Trust accounts	25694.00
Capital programs	10053.78
Total expenditure	624833.57
Balance carried forward	371903.39

A full copy of the school's 2014 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 2014

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.

The school is committed to the saying '*Sports do not build character. They reveal it.*' There is no doubt that sport has a unique power developing social skills and friendships and is one tool that

the school uses to provide many opportunities for our students to engage in a variety of activities.

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. 125 students entered on this day, where the winning house was Arunta. Forty four students competed at the next level and then twenty two moved to the regional level. This was an increase on the 2013 results.

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. Balladerry was the successful house. From our school event, 64 students were selected to trial against the students in the Northern New England area in Tenterfield. Six students were awarded champions or runners up and twenty seven students qualified to compete in the North West trials in Coolah.

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, 63 students earned their place to compete against other

students in the NNE zone. In 2014, this event was hosted in Glen Innes. It was here that Glen Innes Public School competed so well that they brought home the Terry Butler Shield and also nine champion and runners up trophies.

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 2 students who moved through to state level. Congratulations Kaleb Hope, who made the NW athletics team in long jump, discus and shot put and Georgie Webster, in shot put.

Kaleb's outstanding achievement was 7th place in the state in discus, with Georgie achieving 21st position in her event. Congratulations to Kaleb and Georgie on their fantastic accomplishments.

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 always the achievement of these students is a combination of talent, hard work, training and parental support. We would also like to acknowledge the outstanding support provided to the school through collaboration with the many sporting bodies and groups including the Glen Innes Redfins, Glen Innes Little Athletics Association, the Glen Innes Netball Association, the Glen Innes Football Club and the Glen Innes Severn Council. Their support is very much appreciated by the school.

Academic achievements

NAPLAN

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 10.

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

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

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

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

The Read-a-thon held in 2014 was a significant highlight of the year that demonstrated an extremely collaborative planning and implementation process.

A sub-committee of the Literacy team developed a whole school read-a-thon which was supported by staff and students. The team developed a complete package which was given to staff, ensuring all the 'behind the scenes work' had been done. The Read-a-thon was actively promoted by all classroom teachers with advertising around the school. The students were reminded that there was a limited time and that they were competing against their grade classes as well as an overall class winner. There were also individual winners within grades or stages. This promoted a sense of excitement amongst the students. Students were allowed to read any books they wished, as reading was measured in minutes of reading time, rather than books read. Staff all reported an increased interest in reading both in the classroom and at home. The finish of the read-a-thon culminated the week of the annual Book Fair and prizes were chosen from the Fair.



Students were completely engaged in the reading activities to the point where some Stage 3 students were reading as they were going to lunch and during lunchtime.

Significant programs and initiatives – Policy and equity funding

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 2014 attendance rate for Aboriginal students is 92%. (See <http://www.myschool.edu.au>.) There has been a significant increase over the past five years in this figure.

In 2014 the school began a major long-term project to enhance community participation and to investigate mentoring programs to support students. This has been identified as part of the implementation of the Aboriginal Education and Training Policy.



The regular Focus Day program in term 3 supported the NAIDOC Week celebrations with a celebration day for parents and the wider community.

All students across the school were involved in workshops around Aboriginal culture, which were presented by local Aboriginal community members. The day rated as the most successful in the series with strong positive feedback from students, staff and community.

In addition the school participated in the Reconciliation Art Project with each student choosing a partner to help produce an artwork for the competition.

In term 3 the school hosted an Elders' Morning Tea at the local Learning Centre. Awards for the art competition were presented by the local mayor.

One member of staff was also selected for the Aboriginal Teacher Leadership Program (ATLP) to help build capacity within and across the school.

The Ngorabul language curriculum integration project will be implemented in 2015.

Multicultural education and anti-racism

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

There are currently two trained Anti-Racism Contact Officers (ARCO's) on staff and this number will be increased in 2015. The work of the ARCO is integrated into the role of the Student Welfare Teacher at the school to ensure a wide-ranging approach to meeting racism issues if and when they arise. The school uses a pro-active approach through specific programs and curriculum implementation to ensure a harmonious environment for all students.

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 2014, we studied Cornwall. 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.

This project will be further enhanced in 2015 with the development of a new unit of work based on the incoming history syllabus. The focus of the unit will include the development of values consistent with an accepting and tolerant community.

Socio-economic background

The school receives additional funding to counteract the socio-economic background of the community. Following significant community consultation and program evaluation processes, these funds have been utilized to target specific programs around student welfare, health and well-being projects, teacher professional development, enhanced learning opportunities through technology and collaborative learning spaces and individualized support where required.

This has led to increased attendance rates across the school, greater student engagement in learning opportunities and access to a wider and more engaging curriculum for all students.

A major evaluation of student engagement and reading was undertaken in 2014. See outcomes below. Overall the results were extremely positive while providing areas for future development.

Learning and Support

The school receives additional funding to provide learning support for students identified by the processes within the school.

Funding is utilized to support the face-to-face collaboration process with parents to maintain student learning and the development of effective learning plans for identified students.

In collaboration with the classroom teacher and parents, this support can provide short-term individualised programs for specific students. These are generally provided to support the mobility factor at the school. There is also longer-term in-class support as part of the differentiated curriculum approach in the classroom.

Other significant initiatives

In 2014 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		
Amy Hodder		Distinction
Alex Woods Blake Hahn		Credit
Mitchell Duddy Archie Grieve		Merit
Science		
Blake Hahn		Credit
Harris Nicholson Sarah Woolfe		Merit
Spelling		
Clare Quilty Jordan Villella		Credit
Brendan Mackenzie		Merit
Writing		
Clare Quilty		Credit
English		
Alex Woods Clare Quilty Harris Nicholson Sarah Woolfe		Credit
Archie Grieve Jordan Villella		Merit

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:

- student, parent and staff surveys, both on-line and paper based options
- focus groups
- collaborative discussions
- data analysis
- anecdotal and observational data

School planning 2012-2014:

School priority 1: Literacy

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- Year 3 and Year 5 reading results indicate a slight increase in proportion of students in the top two bands between 2013 and 2014
- data from senior students' focus groups and surveys indicate a stronger interest in reading across the school
- the innovative in-school read-a-thon data showed increased library borrowing, greater engagement in classroom setting and stronger home support for reading across the school

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

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- Year 3 numeracy results similar to 2013

- significant professional learning was provided to staff to implement the new syllabus in 2015
- scope and sequence was developed ready for 2015
- assessment processes were re-aligned with the Curriculum Professional Learning Community (PLC) with a sub-team investigating more effective strategies and resources to support the new syllabus

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 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

Outcomes from 2012–2014

To enhance student engagement to improve student learning outcomes.

Evidence of achievement of outcomes in 2014:

- extensive professional learning for staff in effective differentiation in classrooms has been evidenced in teaching programs
- overall attendance for the school is at 94% (See <http://www.myschool.edu.au>.)
- the *Grow It Cook It Eat It (GCE)* rated consistently as the most engaging and productive program across the school and the in-school read-a-thon created significantly higher reading responses in all classes across the school

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.

Evidence of achievement of outcomes in 2014:

- senior staff were involved in a number of leadership programs to enhance capacity including *Art of Leadership* and *ATLP*
- the school has now moved to three permanent Assistant Principal positions after a number of years with only two of the possible four positions filled

Strategies to achieve these outcomes in 2014:

- Continue accessing professional learning opportunities
- Stabilize permanent executive positions

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

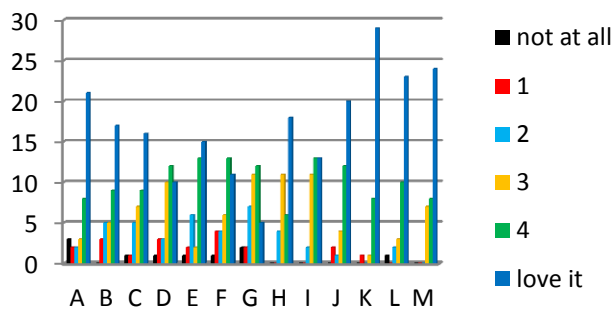
Parent survey data indicates the community views the school as:

- a school where families are invited and encouraged to be involved in classroom and school activities
- a school where parents and carers are supported to assist their child's learning at home
- a school where parents/carers are encouraged to be involved in their child's learning

The student engagement analysis section involved students, staff and parents.

There were no outstanding negative ratings from parents or students although staff perception of students wanting to attend school was lower than parents or students.

Parent Perception Survey Student Engagement 2014 Part 1 Curriculum



Student feedback summary:

- highest ranking: Grow it Cook It Eat It; Technology; Focus Days; Excursions; Art and Craft; PE and Stage Sport; Science
- lowest ranking: Handwriting; Spelling; Writing- NON FICTION; Writing- Fiction
- most students enjoy coming to school; all practical hands on subjects rated strongly

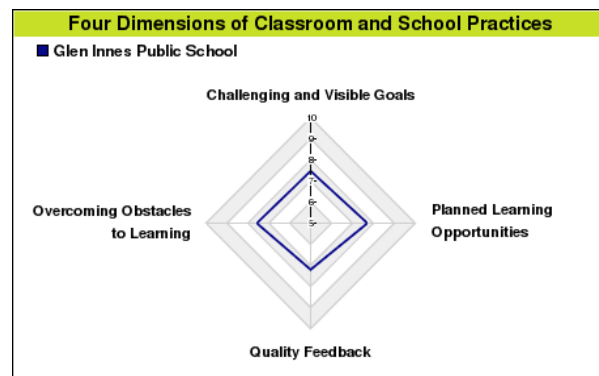
Parent feedback summary:

- highest ranking: Art and Craft; PE and Stage Sport; Excursions; Grow It Cook It Eat It, Sport
- lowest ranking: Spelling; Writing - NON FICTION; Writing - Fiction
- parents report most students enjoy coming to school; home reading rated relatively strongly; all practical hands on subjects rated strongly

Staff identified the most effective strategies for student engagement involve participation/ involvement; interest levels; motivation; teacher providing environment and resources.

The teaching staff was involved in the state wide *Tell Them from Me* (TTFM) survey regarding teaching practice and directions within the school.

Staff identified several areas for future development across the school in terms of classroom practice.



The school results reflected the statewide data from over 15,000 teachers across a wide range of schools although the school scored above the state average in terms of planned learning opportunities for students.

Senior students were also involved in a specific response around the approach to reading across the school. The survey and focus group looked at three questions. The students provided significant data in these three areas as well as a very extensive list of suggestions for resources and opportunities.

1. Why do you like to read?
2. Where and when do you like to read?
3. What can the school do to improve reading when you are at school?

These included authors, reading spaces, quiet areas, visitor reading days, special events and time to enjoy books.

There were two key focus ideas throughout:

- *It lets me be myself and takes me to another world*
- *You can get all sorts of stuff from books*

The school will investigate these areas in more detail in 2015.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

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
Mark Morris	Assistant Principal (Rel)
Caroline Chappell	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>