

Glen Innes Public School

Annual School Report



Education &
Communities

Public Schools NSW

2005

2012



Our school at a glance

Students

The school provides for 450 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. There is an increasing number of students from a non-English speaking background now attending the school. 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 18 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



The school continues to receive significant additional funding through the low-SES National Partnerships program.

The “Feeling Well Thinking Well Doing Well” program focus has continued to enhance student outcomes through increased attendance, reduced suspensions, a range of high interest student engagement programs and enhanced staff expertise to deliver high

quality teaching and learning activities in the classroom.

Student achievement in 2012

Student achievement in 2012 has been measured across a range of indicators. These include social interaction, student satisfaction, internal data collection, assessments as part of the National Partnerships Numeracy program and the annual NAPLAN assessments.

NAPLAN assessments indicate a significant growth in one of our main focus areas in Grammar and Punctuation for the group Year 3 2010 to Year 5 2012. The trend data for Year 5 indicates a growth in 5 of the 6 assessed areas. The value-added growth of students from Year 5 to Year 7 (2010-2012) was very positive.

Principal’s message

As usual the school year is a busy time for students, staff, support staff and parents. It is difficult to find the time to reflect on the achievements, large and small, that we see around us every day.

This report is an opportunity to have a snapshot of the achievements of all those who work and study at Glen Innes Public School.

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 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 with the goal being to provide a covered walkway from the Taylor Street entrance to the main playground area. Phase 1 was completed in 2012 with the help of a Joint Funding program. This work will continue in 2013.

School discos, the Easter raffle, a readathon and our calendar fundraiser at the end of the year all 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.

Both groups were involved in the evaluation of the school programs from 2009-2012 and the planning into the future as the National Partnerships funding comes to an end.

Tracy Wallbridge

P&C and School Council

Student representative's message

We attended the National Young Leaders Conference in Brisbane and used these skills to help others around the school. In 2012 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 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

Gender	2009	2010	2011	2012
Male	207	207	206	221
Female	241	236	237	231

Enrolment has remained relatively stable over the past three years with a slight increase each year. Generally there are more girls than boys in each year group but only by a small percentage.

Student attendance profile

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

In 2012 the focus remained on improving attendance overall. Term 1 saw the attendance rate at 95.1%. However the serious and on-going outbreak of gastro-enteritis and flu-like illness meant a significant setback to the progress in this area Term 2 and Term 3 2012.

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.

Staff information

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

The National Education Agreement requires schools to report on Indigenous composition of their workforce. The school has a number of staff with an indigenous background.

Additional teaching staff are available to support the Release from Face to Face (RFF) program. One staff member is released to

support the NPSES program as a non-teaching Assistant Principal Quality Teaching

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

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teachers	0
Classroom Teachers	14
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual	0
Teacher of Reading Recovery	0.630
Support Teacher Learning	1.9
Teacher Librarian	1
Teacher of ESL	0
Counsellor	0.4
School Administrative & Support	2.641
Total	

Staff retention

The staff has remained relatively stable for a number of years. However there will be a number of retirements at the end of 2012 which will impact on staff turnover.

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	30/11/2012
Income	\$
Balance brought forward	262527.63
Global funds	251998.05
Tied funds	303345.09
School & community sources	71512.47
Interest	11748.4
Trust receipts	33083.58
Canteen	0.00
Total income	934215.22
Expenditure	
Teaching & learning	
Key learning areas	21465.96
Excursions	25903.63
Extracurricular dissections	20499.16
Library	4104.33
Training & development	1652.6
Tied funds	306385.2
Casual relief teachers	30651.72
Administration & office	94648.25
School-operated canteen	0.00
Utilities	72774.99
Maintenance	22924.3
Trust accounts	29683.76
Capital programs	37105.93
Total expenditure	667799.83
Balance carried forward	266415.39

A full copy of the school's 2012 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 2012

Achievements

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 performed 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 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.

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.

The school has had another very successful year with a total of eight students selected in

North West teams, with Kate Mepham being selected in 3 different sporting disciplines

Kate achieved another first in becoming the first student recorded at the school to be elected captain of a regional team when she lead the touch football team at the state championships.

Congratulations to the following students in their respective sports.

Football (soccer)	Kate Mepham
Netball	Kate Mepham
Swimming	Tara Winter
Cross Country	Charlie Smith
Touch Football	Kate Mepham, Emilie Hodge
Athletics	Evan Byrne, Amy Morgan, Tom Doney, Kealia Ward

In addition the Girls Touch football achieved a great result in reaching the regional finals.

The Girls Oz-tag team did extremely well in winning the regional final at Gunnedah in the sevens tournament.

The Horse Sports team also had another successful year.

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

Other

In 2012 several students excelled in the International Competitions and Assessments for Schools (ICAS). These competitions covered several different subjects.

Computer	
Hayden Doyle, Amy Byrne	Credit
Mathematics	
Blake Hahn, Eleanor Malone, Amy Hodder, Jordan Villella, Heidi McCormick, Mitchell Taylor	Credit

Science	
Blake Hahn, Jordan Villella, Mitchell Taylor	Credit
Spelling	
Jordan Villella	Distinction
Writing	
Clare Quilty	High Distinction
Eleanor Malone	Distinction
Amy Byrne, Haylee Ross, Heidi McCormick, Evan Byrne, Hannah Quilty, Olivia Hope, Josie Doney	Credit

Academic

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

Click on the link below and enter the school name in the **Find a school** text box and select **GO**.

<http://www.myschool.edu.au/>

Significant programs and initiatives

Multicultural Education



The school has an ever increasing enrolment of students with a non-English speaking background so English as a Second Language (ESL) program was implemented for 2 days per week in 2012 to support these students in the classroom.

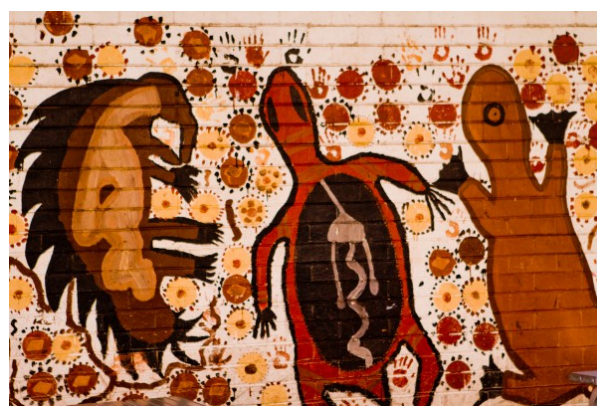
The school continues its very strong involvement in the local Celtic Festival

program. Each year students participate in writing, reading, art, dance and music programs to share with the wider community.

In 2012 the area of study involved Brittany and Galicia. This proved a challenging task with a combination of Spanish and French language and customs studied by all classes. We were fortunate to host the Official Morning Tea for the festival at the school. The students welcomed the Spanish Consul-General and shared some of the performance and art work during the morning tea.

The staff finished the year by preparing new learning materials and activities for the 2013 focus country of Scotland.

Aboriginal education



The school has approximately 10% of the school population who identify as having an ATSI background. The school employs a full time Aboriginal Education Officer (AEO).

To help build stronger links with the community the AEO undertook a study course in the local Aboriginal language. This knowledge will be utilised in 2013 to work with the high school in a language program to support the transition process for our Aboriginal students.

It will also be used to develop links to the local area in our various units of study across the school by providing local language connections.

National partnership programs

The school continues to receive significant additional funding 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 consistent approach across the school under the “Feeling Well Thinking Well Doing Well” program led to the school being presented with the Australian Council of Educators (ACE) HTB Harris Memorial Award. The award was made for a program or coordinated approach to an educational need, with emphasis on innovative thinking, planning and action.

In 2012 the funds were expended to support the “Grow It Cook It Eat It” program with an ever expanding Kitchen Garden area and weekly classes in cooking the produce. This student engagement program has made a significant contribution towards the increased attendance at the school while improving student welfare conditions.



The funds also supported literacy and numeracy programs in classrooms through professional learning, resources, support staff and technology support.

Evaluations indicate greater consistency in delivery across the school with increased depth of knowledge and more positive attitudes towards learning from students. Parental feedback indicates a stronger awareness of the focus on student learning across the school.

Progress on 2012 targets

Target 1

LITERACY: Reduce the proportion of students at and below national minimum

standard by 2.5% on an annual basis and increase the proportion of students above the state proficiency standard by 1.5% or more on an annual basis.

Our achievements include:

- An increase in proportion of Year 3 students at proficiency level of 5% in reading
- A decrease in the proportion of Year 5 students at and below national minimum standard in reading by 3%
- Staff completed the “Focus on Reading “ professional learning to support reading in primary classes and the L3 training in the infants
- A system for data collection and analysis for all grades has been established and is now accessible to all staff

Target 2

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

Our achievements include:

- There has been a reduction of 7% in the proportion of Year 5 students at and below national minimum standard
- The “Lesson Study” project has been completed across the school to ensure that a consistent approach to teaching numeracy has been established
- The first phase of the data collection and analysis project has been completed with the establishment of a Student Support Framework database for primary classes

Target 3

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

Our achievements include:

- Student attendance at the end of Term 1 2012 was 95.1%

- Aboriginal attendance continues to improve but has not yet reached the required level
- An increased rate of appropriate notifications from parents for absences, applications for exemptions where appropriate and greater staff awareness of the importance of monitoring attendance



Target 4

STAFF LEADERSHIP: Increase percentage of staff at professional accomplishment level from 0% to 10% by 2014.

Our achievements include:

- A Leadership Strategy has been developed and implemented for staff to identify and support future leaders
- A revised student leadership profile has been developed in response to student and community input
- A full review of DEC and school based policies, procedures and guidelines have been completed with an up-to-date database established for future monitoring

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the transition programs available through the school.

Transition Processes

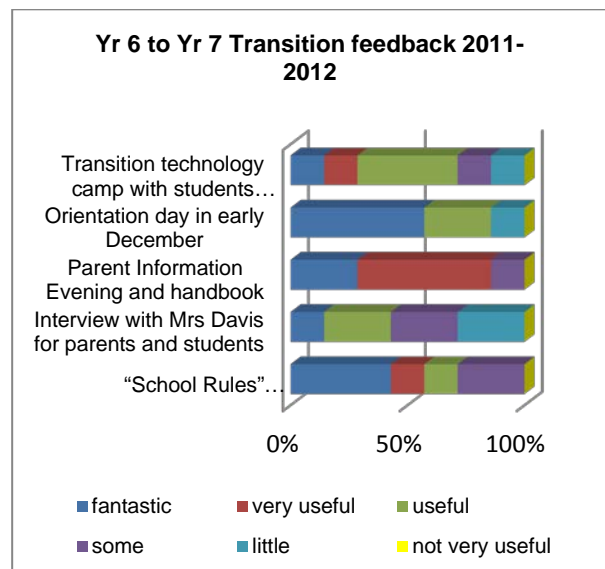
Background

Glen Innes Public School is in a unique position in that the school delivers transition programs to three separate cohorts. The first involves the incoming students for the kindergarten classes. The second cohort involves the Year 6 students preparing to move to Year 7 at the local Glen Innes High School. The third cohort involves students transitioning from Year 2 at Glen Innes West Infants School into Year 3.

The pre-Kindergarten process begins with a session at the local pre-schools and information to parents. Sessions at the school begin in Term 3. The first four sessions coincide with general information sessions for parents, followed by sessions on literacy, numeracy and technology.

Students gradually spend increased time at the weekly sessions to include class work and playground sessions. They are given buddies from the existing Kindergarten class to ease the transition process.

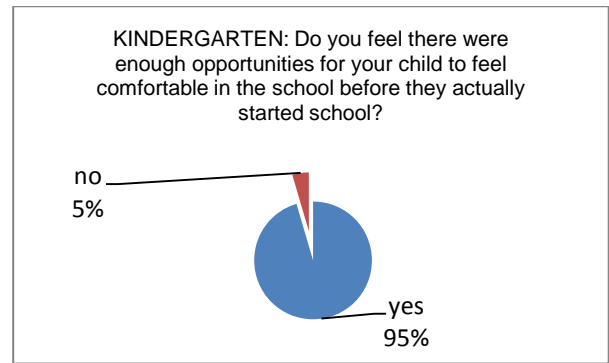
The high school transition program begins with planning sessions between the schools, followed by a 4 week cycle of visits to the high school for at-risk students. This is followed up with the "School Rules" program involving mixed groups of Year 6 students from the various feeder schools involved in a 4 week rotation in an area of interest such as Technics, Drama or Art.



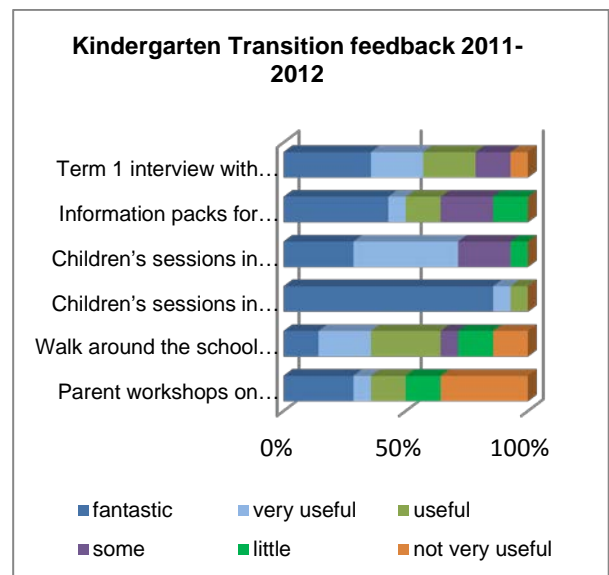
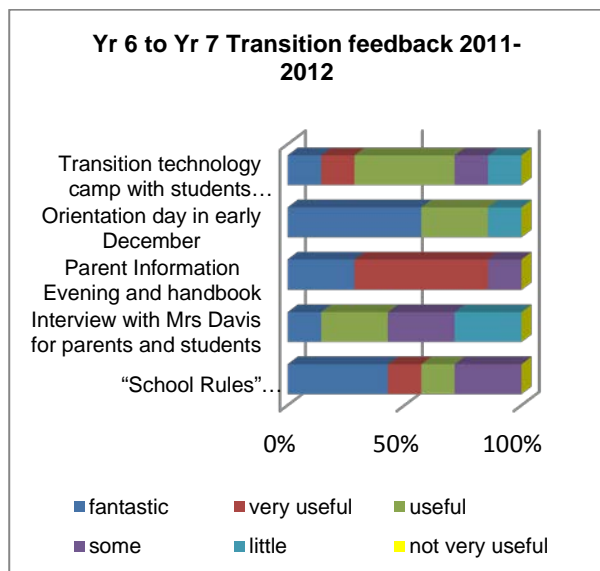
This is followed up with a formal Orientation Day and a Parent Evening at the high school. The high school also interviews each parent and student individually to build a stronger support network for the beginning of Year 7.

The Year 7 teachers are invited to visit the primary schools as well to see students in their own environment and familiarize themselves with the academic and social background of students. This is followed up with another visit around week 5 of Term 1 the following year to continue this support strategy.

The transition of the Year 2 students within the school to the primary (Year 3) area of the school was less structured. It involved class visits, shared eating and playing sessions and some social events. All Year 2 students from Glen Innes West were involved in these sessions as well as a formal Orientation Session for parents and students. The year 2 parents were invited to attend individual interviews as well.



The programs have been received very well by students and parents. Feedback from the high school has also been very positive with less social issues and students settling into work more quickly.



Findings and conclusions

The Year 6 - Year 7 evaluation involved a series of surveys for Year 6 students both prior to moving into Year 7 and then one term into 2012. The parents of this group were also surveyed as well as observational data obtained from the high school records on attendance, behaviour and general "settling in" processes.

The Kindergarten parents of the group moving into the class in 2012 were surveyed at the end of Term1, 2012. Observational data was obtained from the school records on attendance, behaviour and parent interviews to supplement the parental surveys.

The Year 2 transition was not seen to be as effective as the other two programs.

Future directions

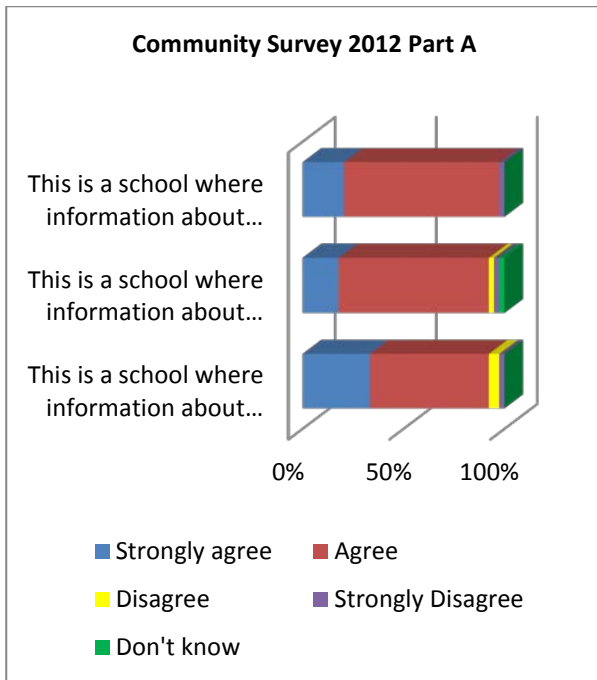
A great deal of very useful information was gained to inform future processes in this area.

A major finding related to the need to enhance the process with the Year 2 students moving into Year 3 from Glen Innes Public and Glen Innes West Infants to ensure an effective transition to the new integrated learning environment.

There will also be a greater focus on transition programs for students with special needs between the different environments.

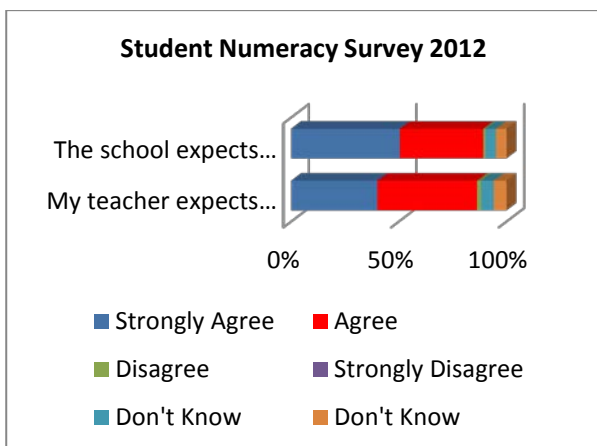
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.



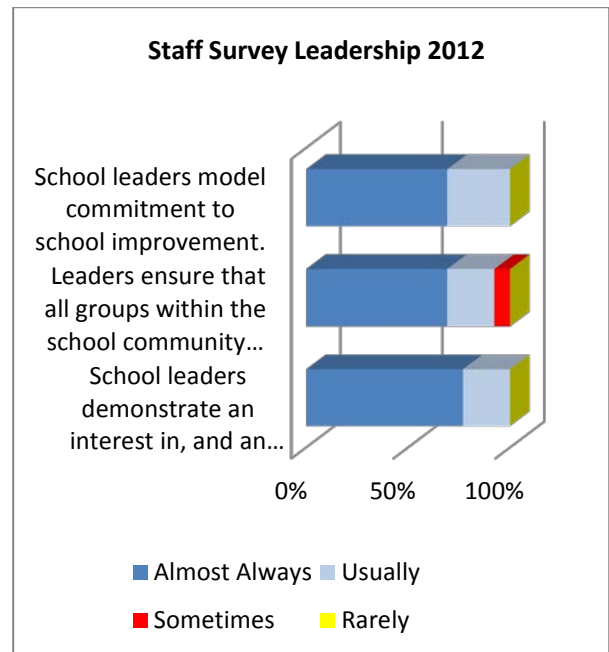
Each year parents are asked to complete a survey on Community Engagement. Over the past four years there has been an increase in the areas of satisfaction overall. In 2012 the survey indicated some areas of great strength with 9 categories above 90% approval rating. These focused on an acknowledgement that this is a school where information about the schools programs and activities is regularly communicated to parents/carers and class activities are interesting and engage students in learning and where information about student learning is shared between home and school.

There are some areas which received a marked response of "Don't Know". Generally these involve the role of the Aboriginal Education Consultative Group (AECG) and some options for involvement in the role of the P&C. These will be targeted in 2013 for greater awareness.



Each year the staff are surveyed on the role of the leadership team in the school.

The leadership team is viewed in a very positive light by the staff as a whole. The greatest strength reflected the leadership approach in demonstrating a strong interest in, and accountability for student learning outcomes.



Students in Stage 2 and Stage 3 were surveyed in 2011 and 2012 on their attitudes to numeracy. There was a marked increase in students who believe that "the individual teacher and the school as a whole expect that I will do well in Maths". This is a very positive movement in attitude.

Professional learning

Expenditure on teacher professional learning in 2012 totalled \$16422 with an average of \$631 per staff member.

- Beginning Teachers 0%
- Information Technology 1%
- Literacy & Numeracy 69%
- Quality Teaching 4%
- Syllabus Implementation 2%
- Career Development 10%
- Welfare 13%
- Other 2%

Additional professional learning was supplemented by funding from National Partnerships programs, tied funds, and additional funding for Beginning Teacher programs

In 2012 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.

All staff participated in the five days linked to the staff development day program. These involved workshops in numeracy, technology, literacy and mandatory training content.

The school has made extensive use of the NSW DET Analytical framework for effective leadership and school improvement in literacy and numeracy in planning professional learning for staff.

Several staff have undertaken the extensive training in Module Two and Three of the "Focus on Reading" program. Staff in the Kindergarten classes undertook training in the L3 literacy program. All staff undertook the first module of training for the "Money Smart" financial literacy project to be completed in 2013.

There are 3 staff designated as New Scheme teachers under the NSW Institute of Teachers framework and are currently working towards their accreditation. Another 4 staff have now moved to the next step known as Professional Competence. These staff members maintain a record of their professional learning to reach the accreditation standard.

School planning 2012–2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

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

Strategies to achieve these targets include:

- The completed professional learning programs (Focus on Reading/Best Start K-2 and L3) are fully integrated into teaching and learning practice
- A restructured programming format developed and implemented, incorporating the new K-6 English syllabus
- Establish a "teaching toolbox" for staff including resources, common assessment tasks, school wide reporting processes and classroom based differentiated activities

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

Strategies to achieve these targets include:

- Refine the existing numeracy scope and sequence to reflect school practice and processes
- Fully integrate effective data analysis across the K-6 spectrum into the teaching and learning cycle
- Maintaining stage based grouping approach to support numeracy program implementation

School priority 3: Student engagement

Outcome for 2012–2014

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

Strategies to achieve these targets include:

- Professional learning for staff to provide a high quality differentiated curriculum for all students
- Continue the existing program for monitoring and improving students' attendance
- Provide appropriate staff and resources to support student welfare concerns to ensure maximum engagement in learning
- Establish a "teaching toolbox" for staff to provide differentiated curriculum including resources, technology, data analysis procedures, increased community engagement and a wide variety of learning opportunities

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

Strategies to achieve these targets include:

- Implement the Leadership Strategy to support existing and potential school leaders
- Further increase community participation in school operations, including student engagement and decision making processes
- Identify areas for review and development in policy database

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

School contact information

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School Code: 2005

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

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

