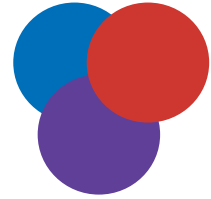


Glen Innes Public School Annual Report



2015



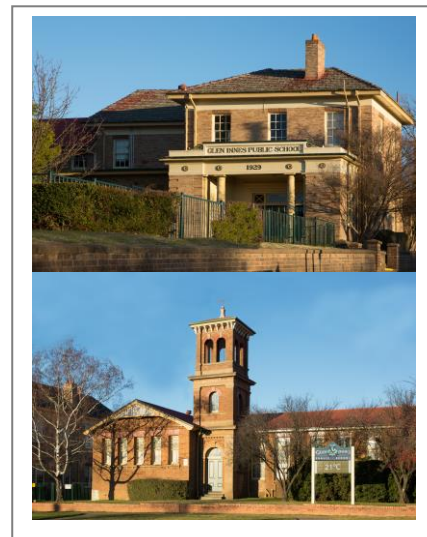
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Introduction

The Annual Report for 2015 is provided to the community of Glen Innes Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Anthony Buckley
Principal



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Message from the Principal

Since coming to Glen Innes Public School at the commencement of Term four I have found the students, staff, families and the wider community to be very welcoming and respectful. Glen Innes Public School is a wonderful learning space and the students maintain the country values that I grew up with and love. Working with staff and families is my passion and I look forward to inviting the community into our school on a regular basis and working with the wider community. Public Schools are driven by good will and thrive on being the centre of big country towns like Glen Innes. I also look forward to working with the Celtic Community of Schools and developing strong collaborative relationships, which will build the expertise we have in our midst and in doing so, enhance further our student outcomes.

School background

School vision statement

Acknowledging our strong educational heritage, Glen Innes Public School will provide educational experiences where every student has the opportunity to achieve their personal best. We will achieve this through engaged, active learning in a safe, respectful and supportive educational environment.

"Proud of our heritage, Learning for the future."

School context

Glen Innes Public School is situated in the NSW Northern Tablelands, traditional land of the Ngoorabul people. Glen Innes is a rural community 100km to the north of Armidale on the New England Highway. The major economic base for the community relies on sheep and cattle grazing. The community reflects the current rural situation and has been affected by the recent long term drought. The community itself is not wealthy and many families suffer financial hardship.

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 399 students from Kindergarten to Year 6. Approximately 19% of the students identify as being of Aboriginal or Torres Strait Islander background. 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 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.

The school has a strong educational tradition in the community, stable staffing and long term cultural capital within the wider community. Glen Innes Public School offers a range of programs to enhance curriculum delivery. In particular, the 'Grow It, Cook It, Eat It' initiative and the development of a 'Learning Innovations' program.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

The results of this process indicated that:

In the domain of Learning, Glen Innes Public School has a strong focus on curriculum, learning and wellbeing. Students with high learning needs are being identified early and their parents /carers are increasingly involved in planning and supporting their learning directions. The school delivers a comprehensive transition program for students entering kindergarten, moving from Year 2 into Year 3 and for students leaving Year 6 and moving into Year 7 at the High School. Technology, information services and library services are all integrated firmly into teaching programs. Glen Innes Public School offers a range of extra-curricular activities, including sport, choir, leadership opportunities, chess, public speaking and a variety of excursions. Wellbeing is recognised as an important aspect of the school. All staff have a firm understanding of the Low Socio-Economic Status of our families and a number of opportunities are provided to our students. The school has a comprehensive Kitchen Garden program, 'Grow It, Cook It, Eat It!' and staff recognise the importance of Breakfast Club. The school recognises and respects cultural identity and in 2016 will be incorporating Cultural Heritage Lessons into the curriculum.

Our major focus in the domain of Teaching is effective classroom practice and learning and development for staff. The school has a comprehensive flowchart to assist with classroom and playground behaviour management to ensure consistency throughout classrooms and the playground. Teachers routinely review previous content and develop well planned teaching programs to support student learning. Glen Innes Public School ensures teachers participate in professional learning that is targeted to both the school priorities and the professional needs of teachers. Beginning and early-career teachers are supported in areas of identified needs.

In the domain of Leading, the school has focused on allowing parent and community members to engage in a wide variety of school-related activities. Links exist within the community to support the school's programs, including the Fire Brigade who assist with Breakfast Club and the Lions Club and Red Cross who assist with and support student leadership. Leadership skills in both staff and students are a priority and our school leaders are involved in extensive leadership development and peer mentoring. In 2016, school leaders and staff will re-evaluate the school plan to ensure it aligns with local and school priorities and is responsive to the emerging needs of our students and community.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Students are self-managing, creative and critical thinkers committed to achieving a strong educational foundation.

Purpose

To empower each student with essential skills and attributes (syllabus 'General Capabilities') enabling them to adapt to a rapidly changing world.

To develop each student's personal and social capability and ethical behaviour through best student engagement practices.

To create a safe, supportive, challenging learning environment that has high expectations and adds value to all students' literacy and numeracy levels.

Overall summary of progress

Glen Innes Public School has developed a whole school process for managing behaviours in the classroom and playground. This ensures there is consistency across all areas of the school and allows students to have clear expectations of behaviour.

There is a developing understanding within the community of behaviours, attitudes and expectations to enhance wellbeing and student outcomes and this is a focus area for 2016. Families are communicated with consistently and the decision to implement Positive Behaviour for Learning (PBL) will further increase the understanding and consistency of behaviour expectations.

The Learning and Support Team has improved their processes to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents/carers.

In 2015, over 90% of students in Year 3 achieved at or above the minimum standard for Reading and over 95% achieved at or above minimum standard for Numeracy. 84% of students in Year 5 were achieving at or above minimum standard for reading and over 89% in Numeracy.

Progress towards achieving improvement measures

Improvement measure (to be achieved over 3 years)	Progress achieved this year
All students show growth against the literacy and numeracy continuums.	<ul style="list-style-type: none">• Students are assessed at the commencement of Kindergarten using the Best Start Assessments. These results are recorded using PLAN and the Literacy and Numeracy continuums.• All students, Kindergarten to Year 4, have their growth in both literacy and numeracy tracked across the Literacy and Numeracy continuums.
All Indigenous students have personalised learning plans through which they are able to set and reflect on their individual learning goals.	<ul style="list-style-type: none">• Personalised Learning Plans were developed for all Indigenous students in the school. Some plans were developed in consultation with parents / carers
90% of students achieve	<ul style="list-style-type: none">• Over 90% of students in Year 3 achieved at or above the minimum

<p>at or above State average in value added Year 5 NAPLAN results in Literacy and Numeracy (compared to the baseline 72.2 [2014])</p>	<p>standard for Reading.</p> <ul style="list-style-type: none"> • Over 95% of students in Year 3 achieved at or above minimum standard for Numeracy. • 84% of students in Year 5 were achieving at or above minimum standard for reading and over 89% in Numeracy.
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Next steps

- Personalised Learning Plans to developed for all Indigenous students. Plans are to be developed in consultation with parents / carers and where possible the Aboriginal Education Officer.
 - Implement Positive Behaviour for Learning (PBL) approach in classrooms and move towards use of school values and displays across all classrooms and learning environments.
 - Develop a culture of high expectations and mutual respect between staff, students, families and the community
 - Continue to build on the Learning and Support Team process and strengthen the support for Gifted and Talented students
 - In consultation with the Aboriginal Education Officer, embed high quality practices for Aboriginal students and extend the links with the Aboriginal Community through a variety of programs including the development of Cultural Heritage Lessons and a strong focus on NAIDOC celebrations.
 - Develop a strong relationship with the AECG and Aboriginal Elders to further recognise and respect cultural identity and diversity.
 - All students, Kindergarten to Year 6, have their growth in literacy and numeracy are tracked across the Literacy and Numeracy Continuum.
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Strategic Direction 2

Innovative, collaborative educators delivering high quality teaching and learning supported by professional administrative staff.

Purpose

To enable all staff to take individual and collective responsibility for building their capacity as outstanding educational practitioners.

To plan, deliver and engage all staff in high quality, collaborative, professional learning.

To meet the standards for accreditation against the Australian Professional standards for teachers and the National Professional standards.

To integrate professional and consistent processes to ensure smooth operation of the school.

Overall summary of progress

Glen Innes Public School currently has five permanent New Scheme Teachers and an additional number of temporary New Scheme Teachers. All New Scheme teachers are being supported in gaining and maintaining their accreditation. Beginning and early career teachers are provided with targeted support in areas of identified needs.

Consistent procedures are being developed and implemented across the school in managing behaviour and consistency across classrooms and the playground.

All teachers regularly engage in Professional Learning that is targeted to school priorities and individual professional needs. The school has a particular focus on literacy and numeracy with professional learning being undertaken in effective teaching strategies in these areas.

A collaborative learning space was developed for teachers to use in conjunction with the Teacher Professional Learning Centre.

Progress towards achieving improvement measures

Improvement measure (to be achieved over 3 years)	Progress achieved this year
100% of teaching staff have achieved accreditation at proficient level and show professional growth through whole school Performance and Development Framework processes.	<ul style="list-style-type: none">• There are five permanent New Scheme Teachers at Glen Innes Public School• All teaching staff are supported to achieve Accreditation at the Proficient level• Teaching staff who are currently at Proficient level are being supported to maintain their accreditation• There was one beginning teacher appointed to Glen Innes Public School in 2015• Beginning and early career teachers are supported in areas of identified needs

All casual, permanent and temporary staff have demonstrated consistent understanding of whole school processes and practices as articulated in the GIPS Induction and Communication handbook.

- The school has a comprehensive system for induction of new staff and teaching quality
- Casual Handbooks are in the process of being developed for consistent guidelines
- Teachers participate in regular professional learning targeted at school priorities and professional needs

Next steps

- Implement Positive Behaviour for Learning (PBL) approach in classrooms and move towards use of school values and displays across all classrooms and learning environments.
- Engage the whole staff in data collection and tracking systems to enhance our focus on student assessment for learning.
- Ensure all staff are trained in whole school priorities regarding literacy and numeracy at appropriate stage levels, for example, L3 Kindergarten; Focus on Reading Years 3-6

Strategic Direction 3

School and community partnerships are positive, supportive and focused on promoting student learning and wellbeing.

Purpose

To build dynamic community relationships where parents, families and community organisations are recognised as integral members of the educational process.

High expectations are the norm in a culture of learning that celebrates success and enhances student wellbeing.

Overall summary of progress

Glen Innes Public School is beginning to strengthen and build upon current community partnerships and develop additional partnerships. This year, the Paws Up program was introduced and pets were used as therapy for high risk students. The Lions Club, Quota and Red Cross continued to support the Leadership programs within the school. Grow It! Cook It! Eat It! Was considered to be a strong program that developed strong educational and wellbeing outcomes for students. The Fire Brigade continued to be a strong presence in the school assisting with Breakfast Club.

Indigikool was developed and run within the local Community of Schools. The program was designed to help families become more aware of different local organisations that are available to help them and their children prepare for 'big' school. It was also a great way to celebrate Aboriginal history and culture and to let families know that the doors at our schools are always open.

Progress towards achieving improvement measures

Improvement measure (to be achieved over 3 years)	Progress achieved this year
There are a range of current partnerships, carefully planned and designed to enhance students' outcomes.	<ul style="list-style-type: none">• Indigikool is a strong community partnership that has been established in 2015 between the Community of Schools and the wider community• Fire Brigade serve breakfast once a week as part of Breakfast Club• Partnerships with Lions Club, Quota, Red Cross to develop Leadership opportunities of students• Armajun Health (Aboriginal Health) work with the school to assess student hearing, vision, teeth etc• 'Paws Up' program implemented into the school where pets are used as therapy for high risk students• YCDI program is systematically taught across the whole school• National Simultaneous Storytime is effective in K-2
The school collects evidence through school satisfaction surveys and 'Tell Them From Me' data to evaluate whether partnerships are having	<ul style="list-style-type: none">• Staff, students and parents are surveyed once per year to evaluate the partnerships within the school and determine their impact on improving student achievement, wellbeing and behaviour

their intended impact in improving student achievement, behaviour and wellbeing.	
Individual student data collected based on student well-being matrix shows high levels of well-being and engagement.	<ul style="list-style-type: none"> • Students are surveyed to collect data • Students involved in Leadership opportunities, National Simultaneous Storytime, Masterchef, GIPS Talent, Excursions, cultural days (Japan Day), transition programs

Next steps

- Implement Positive Behaviour for Learning (PBL) approach in classrooms and move towards use of school values and displays across all classrooms and learning environments.
- Develop strong relationships with the AECG
- Develop and maintain strong relationships with the Preschool and Long Day Care Centres in Glen Innes as well as the Community of Schools in the area
- Improve community engagement by inviting parents to weekly assemblies, meet the teacher BBQs and evening, Easter Hat Parades, Grandparents day, focus days throughout the year
- Maintain and expand the Excursions program
- Maintain and expand effective transition into Kindergarten, Year 2 into Year 3, Year 6 into Year 7
- Work collaboratively with the P&C to build partnerships and common goals with parents, families and the broader community
- Expand current positive practices such as National Simultaneous Storytime, Kitchen Garden (Grow It! Cook It! Eat It!), Breakfast Club, Presentation Days, ANZAC Day, Masterchef, GIPS Factor, Stewart House Mini Fetes, sporting programs, NAIDOC Celebrations, Book Week,

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>In 2015 a Bush Tucker Garden was constructed including seating and vegetation planting. The garden enhanced the connectedness between the school and Aboriginal families, embraced Aboriginal culture and educated all students as well as creating an evocative student learning environment. As part of the opening to the Bush Tucker Garden, Aboriginal elders and community members were invited to walk through the garden, attend the official opening and enjoy locally cooked bush tucker for lunch.</p> <p>The school employs an SLSO in addition to the full time Aboriginal Education Officer to assist in delivering culture heritage lessons to all students and to engage with the local Aboriginal community.</p> <p>All Aboriginal students have a personal learning plan (PLP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the PLPs.</p> <p>During 2015 funding from Norta Norta and Aboriginal background funding was combined to enable a significant initiative for Aboriginal students around individual feedback. This initiative increased student engagement and attendance. It provided valuable professional learning for teachers to develop their feedback skills and engaged parents and community in the Individual learning plan development and monitoring process.</p>	\$12,400.00
English language proficiency funding	<p>In 2015 a variety of new literary resources were purchased to engage student participation in English language proficiency.</p> <p>The school also supported a New Arrivals English as an Additional Dialect student prior to receiving EAL/D funding.</p>	\$1626.00
Targeted students support for refugees and new arrivals	Not applicable.	Not Applicable

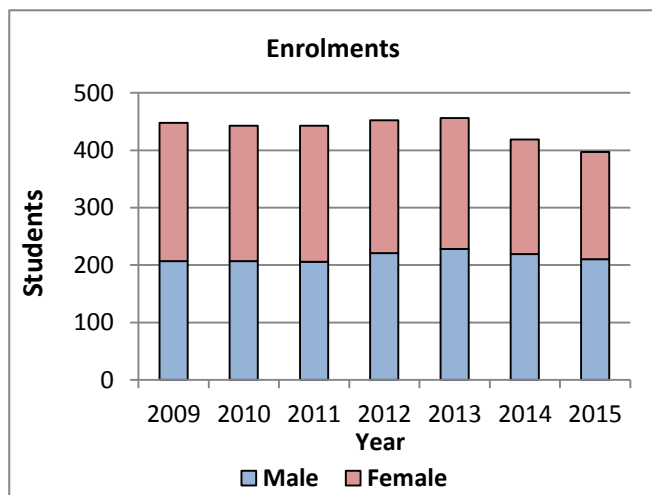
<p>Socio-economic funding</p>	<p>Additional office staff were employed and upskilled to improve customer service across the school. A student welfare teacher was employed to develop proactive plans for enhanced behaviour outcomes.</p> <p>Teachers participated in additional TPL including a Bill Rogers course related to behaviour management, a student wellbeing course, Sentral Server and the purchase of resources and technology.</p> <p>Michael Crossland, a motivational speaker, was employed by the school to address students and staff.</p> <p>The school purchased additional iPads, sporting equipment and kitchen garden and cooking program resources. An upgrade to the Learning Innovations Room was undertaken and the establishment of an ANZAC Garden.</p> <p>Financial assistance was provided to assist students with excursions and uniforms.</p>	<p>\$213,044.00</p>
<p>Low level adjustment for disability funding</p>	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Additional SLSOs were employed to work with a number of students throughout the school to increase their participation and engagement in the classroom.</p> <p>Additional staff and SLSOs were employed for extensive supervision at school excursions and sporting events, such as the school swimming carnival.</p>	<p>\$63,136.00</p>
<p>Support for beginning teachers</p>	<p>There was one beginning teacher appointed to the school in Semester 2 2015. Extensive professional learning was undertaken in the area of Minilit. The beginning teacher participated in sessions with their chosen mentor around lesson observation, professional learning and maths and English curriculum. Support was provided for the teacher to gather and annotate appropriate evidence to contribute to their accreditation.</p>	<p>\$13,127.38</p>

Mandatory and optional reporting requirements

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.

Student attendance profile

Year	2010	2011	2012	2013	2014	2015	
School	K	95.4	93.6	93.6	95.0	95.0	91.1
	1	92.9	94.1	91.9	94.9	91.8	90.3
	2	94.1	95.4	93.0	93.0	94.1	91.8
	3	92.9	95.0	92.1	94.3	93.7	91.0
	4	93.4	93.7	94.2	93.3	94.9	93.0
	5	91.4	93.3	93.4	94.6	92.9	92.2
	6	91.2	93.2	92.1	94.0	93.5	90.2
	Total	93.0	94.1	92.9	94.2	93.7	91.4

In 2010, the school set a target of 95% average attendance by 2014. This year's average has fallen from 2014. The school will maintain this target and review procedures during 2016 to assist in achieving the 95% average target.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Assistant Principal(s)	4.0
Primary AP Learning & Support	1.0
Classroom Teacher(s)	11.0
Primary Part – Time Teacher	0.6
Primary Teacher RFF	0.63
Teacher of Reading Recovery	0.5

Position	Number
Learning and Support Teacher(s)	1.9
Teacher Librarian	.8
QTSS Release	0.14
School Counsellor	1.0
School Administrative Officer	1.0
School Administrative & Support Staff	1.422
Aboriginal Education Officer	1.0
General Assistant	.8
Total	26.792

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. There is a full time Aboriginal Education Officer employed.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	2

Professional learning and teacher accreditation

All staff participated in professional learning throughout 2015. Staff Development Days included – collaborative yearly planning for the school; Anaphylaxis; PLAN; Learning Support; NAIDOC (bush tucker garden); Ian Lillico material; Indigikool; Bucket Fillers; NCCD; SENTRAL; Connected Classroom / video conferencing; Road Safety; Numeracy Continuum; School Plan; PBL; YARC; Bill Rogers; Anti Bullying; Oliver; Sport Guidelines; Welfare Policy; Mini Lit; School Vision; Disability Act; CPR

Five staff members were trained in Focus on Reading (Phase 1) and our school based trainer trained two teachers from other schools to become a school based trainer in Focus on Reading. One kindergarten teacher was involved in Language, Learning and Literacy (L3) training and two Stage 1 teachers were trained in Language, Learning and Literacy Stage 1 (L3S1).

The school has 5 permanent new scheme teachers who are all maintaining accreditation at Proficient.

Beginning Teachers

There was 1 permanent beginning teacher appointed to the school in 2015.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

How to put data into the financial summary table: Caution do not enter n/a, other text, \$ sign, commas or spaces in the \$ column as this will prevent the table from calculating the data. Do not press the 'Enter key'. Simply left-click into each cell. To input data: Left click into the appropriate cell and input data to two decimal places To calculate data: Right-click in the appropriate cell (ie Total income, Total expenditure and Balance carried forward) and select Update field. Delete this cell when table is complete.	
Date of financial summary	30/11/2015
Income	\$
Balance brought forward	371903.39
Global funds	339779.67
Tied funds	520040.87
School & community sources	42898.01
Interest	11449.63
Trust receipts	20015.95
Canteen	0.00
Total income	1306087.52
Expenditure	
Teaching & learning	
Key learning areas	21327.33
Excursions	16824.91
Extracurricular dissections	21325.04
Library	3182.35
Training & development	8483.57
Tied funds	487276.01
Casual relief teachers	36812.89
Administration & office	91862.67
School-operated canteen	0.00
Utilities	71693.86
Maintenance	50984.01
Trust accounts	21861.97
Capital programs	0.00
Total expenditure	831634.61
Balance carried forward	474452.91

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

- The school is an inclusive school with strong teaching strategies.
- The school has a positive learning culture with collaboration between staff.
- Teachers use data to inform their practices.
- There is an increasing involvement of parents within the school.
- The school is building capacity for technology for learning.

Policy requirements

Aboriginal education

The school has approximately 19% 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 2015 attendance rate for Aboriginal students is 86%. (See <http://www.myschool.edu.au>.)

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. This project continued in 2015.

In Term 3, the very first IndigiKool community event was held at the Glen Innes Showgrounds. This day was organised by a dedicated team of teachers and principals from the Glen Innes Community of Schools. It was a huge success, with approximately 150 students and 250 community members attending.

IndigiKool was designed to help families become more aware of different local organisations that are

available to help them and their children prepare for 'big' school. It was also a great way to celebrate Aboriginal history and culture and to let families know that the doors at our schools are always open.

We know it is crucial to work *with* parents and carers to educate their children, so each and every one of them can achieve and reach their full-potential while recognising and celebrating their culture.

On the day, children had fun throwing boomerangs, learning traditional Aboriginal dances and how to play the didgeridoo, fossicking, colouring, playing with play dough, getting their faces painted and completing obstacle courses. They were also lucky enough to see a fire truck up close, as well as a fantastic display from National Parks. At the end of the day, everyone got to join in doing the emu and kangaroo dances.



This day was made possible by funding secured by Glen Innes Public School.

Multicultural Education and Anti-racism

The school has an increasing enrolment of students with a non-English speaking background. In 2015, 2% of the school population identified as a language background other than English.

There are currently five trained Anti-Racism Contact Officers (ARCO's). 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. This project was further enhanced in 2015 with the development of a new unit of work based on the incoming history syllabus. The focus of the unit included the development of values consistent with an accepting and tolerant community. This unit of work formed part of an Inclusive Curriculum and Intercultural Understanding Project where the unit of work was published and made available to schools in the district.

In 2015, we studied Wales. 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 school programs

Sport

The sporting calendar at Glen Innes Public School always builds as the year progresses and 2015 was no different.

The year started with the annual swimming carnival. A change was implemented where both competitors and spectators took part in the day, totalling approximately two hundred students involved. The winning sports house on the day was Arunta. Thirty-nine students qualified for the zone carnival with 17 representatives progressing further to the regional carnival.

Our cross country event is ran in two stages with our 5 -7 years olds competing at school and the students turning 8 years and above at the Martin's Lookout. The overall winning house was Balladerry. The Northern New England carnival was held at Tenterfield with 64 competitors from Glen Innes Public School. 30 of these students qualified to compete at the Regional carnival in Coolah. Kaleb Hope and Conor Wilkins gained 5th place in their respective age groups and earned themselves a place in the North West team to compete at Eastern Creek in Sydney.

Our athletics program continued to run in the same manner with planned weeks of teaching the skills across K-6, followed by 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 year

students were invited to attend the carnival as spectators. 60 students qualified to compete against the other students in the NNE zone hosted by Sir Henry Parkes in Tenterfield.

Kaleb Hope earned himself a further honour when he broke the Junior discus record of 27.68m, with the new record of 33.78m. The Terry Butler Shield, which is awarded to the school with the most points, was retained by Glen Innes Public School for the 3rd consecutive year. From here, 30 students qualified to travel to Tamworth to vie for a spot in the North West team. Five students were successful including:

- Jack Grob – 11 years discus
- Lucas Tait – Junior shot put and discus
- Kaleb Hope – Junior shot put and discus
- Daniel Tait – 11 years discus
- Georgie Webster – Senior shot and discus

Georgie Webster has great success and came second in her shot put event and qualified to go to Nationals in Canberra. She continued in outstanding manner at the national athletics gaining 6th in Australia throwing 9.77m. Congratulations, Georgie.

A number of students trailed for positions in firstly the Northern New England team, followed both either the Northern team and then the North West Team, with Kaleb Hope being selected as a member of the North West Touch Football team. Teams also competed in the various PSSA knockout competitions and we hosted several development days in different sports to encourage student participation and build specific skills. A highlight was a visit from past rugby league players as part of the oral health program, 'Souths Cares'. Students from years 3-6 were engaged in oral health presentations and football skills delivered by these players, as well as receiving gift packs and a healthy barbeque lunch. Our Horse Sports team and individual gymnasts participated positively in their respective events.

Again, all students 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 Gold Certificate for the students' participation and achievement.

Our school was delighted and extremely grateful to be the recipients of the generous donation of new

netball dresses for our school team by an anonymous donor.

The success of our sporting program is not something that our school can take credit for on its own.

Acknowledgement needs to go towards our teachers, parents and supporters, volunteers and the sporting bodies in our local community for the support of students in their sporting endeavours. We are extremely grateful.

Student Leadership

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 development of a quiet area in the primary playground.

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.

2015 Student Leadership Team

Grow It, Cook It, Eat It

This year the students at Glen Innes Public School continued to learn about growing, harvesting and preparing fresh food by participating in our Kitchen Garden / Cooking program called "Grow it! Cook it! Eat it!"

The program involves children working in a productive garden at school, harvesting the food and then cooking it, before sitting down together to taste and enjoy what they have made.

Children learn best by getting involved and through positive examples. By teaching our children about growing, preparing and sharing healthy food, this program aims to develop life-long healthy eating habits.

Throughout the year, all classes participated in a block of lessons in both the garden and kitchen. The

garden infrastructure is in place and students have been actively planting seeds and harvesting crops.

The “Grow it! Cook it! Eat it!” program is an exciting initiative for our students and focuses on practical ways of getting children involved and developing healthy habits for life. It fits within the Health and Personal Development section of the syllabus as well as covering some aspects of the Science program.

The cooking program is run by a fully qualified caterer with a great deal of experience. The school has purchased a range of age appropriate cooking equipment to support the program as it continues in 2016.

International Competitions and Assessments for Schools (ICAS)

In 2015 several students excelled in the International Competitions and Assessments for Schools (ICAS). These competitions covered several different subjects.

Clare Quilty	Distinction
Lucy Goldman	Merit
English	
Clare Quilty	Distinction

Digital Technologies	
Lucy Goldman Charlie Ralph	Credit
Bowen Tassell	Merit
Mathematics	
Lucy Goldman	Distinction
David Graham	Credit
Blake Hahn Sophie McCormack	Merit
Spelling	
Clare Quilty	Distinction
Ava Smedley Liam Jennings Maddison Robinson	Merit
Charlie Ralph Ben Wadley	Credit
Writing	