

# Glen Innes Public School

## Annual Report



2016



2005

## Introduction

The Annual Report for **2016** 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

### School contact details

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### Message from the Principal

Glen Innes Public School has achieved outstanding success over the course of 2016. Students, families, teachers, administration and support staff, congratulations and thank you for your unique contributions in making our school a dynamic and successful community. It has been a rewarding year working with the Glen Innes school population and wider community and I certainly feel very privileged to be the Principal of a school that stands so proudly in our town.

The world is transforming profoundly and quickly, and Glen Innes Public School is in action setting high educational standards and providing state of the art facilities. The appointment of an Early Intervention teacher and Instructional Leader will support the early years in 2017. A new classroom teacher, appointed through merit selection, will also commence in 2017 in response to the retirement of long standing teaching staff. I thank them for their years of service to the students and community of Glen Innes Public school community.

During 2016, our school administration office had a much-needed makeover. This improved functionality and now provides a fresh, welcoming space for our families. Upgrades continued with the school communication systems, security and technology in our classrooms. Highly efficient and effective Commbox systems have replaced Smartboards as one of our daily teaching tools. Our Infants students have also been delighted with their vamping of their playground equipment with the support of our very proactive P & C.

We certainly provide a well-rounded education. The myriad of activities planned and implemented in and out of the classroom can only be achieved with the dedication and support from our wonderful staff and volunteers who everyday instil a love of learning in our students. Teaching is a noble profession, and here at Glen Innes we have so many talented professionals, both teachers and support staff and I would like to publicly thank you for the expertise and energy you have put into our school.

Education is an equal partnership between students, parents and teachers, and I feel very strongly about developing strong and productive partnerships. One goal, which is slowly coming to fruition, is the opening of our school doors and welcoming families and the wider community to share and support the many great things we do. Together we can ensure that our students achieve success and I thank you for taking the time to be involved in whatever capacity you can.

Australia enjoys one of the best education systems in the world and it is an enormous privilege to lead our impressive school. 2016 has been a tremendously eventful year where we have achieved success in many areas. The year commenced at a cracking pace and continued with a full agenda. With your ongoing support, we will continue to provide the best service, facilities and opportunities for all students at Glen Innes Public School.

Anthony Buckley

Principal

## Message from the school community

This last year, the P&C have been able to complete a renovation to our Lunch Centre prep room. We had a new bench installed, 2 new sinks, a commercial dishwasher and a second oven. We also replaced both the pie ovens and supplied the Lunch Centre Volunteers with new aprons.

Within the school we have completed the remodelling of the Infants Playground, have gifted a new school, sun safe hat with the school logo to all present students and future 2017 students.

For the first time in 2016, we held Mother's Day and Father's Day Stalls, a Hot Dog and Donut Day Red Food Fund raiser. We coordinated the stalls at discos at the beginning and end of the year, 6 discos in total. We have ongoing sale items such as teal hair ribbon, house coloured t-shirts, hats, magnetic fridge pockets and second hand uniforms through the clothing pool.

Without the support of all of our school parents, their friends and family, their time and money, the P&C would not have been able to achieve any of the work we have done. In total we have raised just under \$10,000 net this year. This does not include the ongoing profit that we are able to make through the Lunch Centre.

Our goal for 2017 is to complete a renovation of the Primary Playground equipment plus have painted artworks, such as hopscotch, handball courts and giant chess boards created on the concrete in the Top Primary Playground.

Annually, we run fundraisers, such as Crazy Camel, walkathons, discos, stalls, red days. Plus we have our ongoing businesses within the Clothing Pool and Lunch Centre. On behalf of the P&C we are incredibly grateful to everyone, students, parents, staff, visitors, extended family and friends for their generosity and support. As a new year begins we hope that everyone will continue supporting the P&C, to help keep giving great things back to the school and students.

Caroline Chappell P & C President

## 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 Ngorabul 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 380 students from Kindergarten to Year 6. Approximately 21% 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 achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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. The results of the process indicated that:

In the domain of Learning, Glen Innes Public School is committed to ensuring we have an integrated approach to quality teaching, curriculum planning and delivery as well as consistent assessment. We have an effective plan for student transition, including entry to kindergarten, year 2 into year 3 and year 6 moving into high school. Curriculum delivery at Glen Innes Public School integrates technology and library and we offer a wide variety of extra-curricular activities for students including sport, choir, leadership opportunities, chess, public speaking and a variety of excursions. Glen Innes Public School staff are committed to monitoring, planning and reporting on student achievement through the use of consistent assessment. Individual student reports include descriptions of the student's strengths and areas of growth and parents are regularly updated on the progress of their children. Attendance is regularly monitored and action is taken to promptly address issues with individual students. In 2017, as we continue to embed Positive Behaviour for Learning into the school, we will continue to focus on the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Our major focus area in the domain of Teaching is ensuring all staff demonstrate personal responsibility for maintaining and developing their professional standards. Staff are committed to their ongoing professional development and demonstrate currency of content knowledge and teaching practice in all their teaching areas. 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, Glen Innes Public School supports community engagement and focused on allowing parents and community members to engage in a wide variety of school-related activities including Meet the Teachers BBQ, 3-way interviews, Grandparents Day, NAIDOC Focus Days and Easter Hat Parades amongst other events. The school has built a strong relationship with the local Fire Brigade, who serve breakfast to the students at Breakfast Club once per week. Lions Club, Red Cross and the local RSL Sub Branch are all actively involved in the school. The school regularly acknowledge and celebrate a wide diversity of student, staff and community achievements. In 2017, school leaders will work with the school and community to evaluate the priorities for the next three year planning cycle, ensuring the plan is responsive to the needs of our students and the community.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



## Strategic Direction 1

**STUDENTS:** 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 approach to managing behaviours in the classroom and the playground, ensuring there is consistency across all staff and ensures students have clear expectations of behaviour. Families are communicated with regularly and with the gradual implementation of the Positive Behaviour for Learning framework, families are becoming more aware of expectations.

The Learning and Support Team have continued to develop and enhance their processes to monitor and plan student progress in Literacy and Numeracy, supporting teachers in the classroom and assisting students to meet their targeted outcomes. Students requiring assistance are identified earlier and interventions are more focused and supportive. Learning and Support Teachers have undertaken training in Prelit, Minilit, Multilit and Macqlit and have been implementing in classrooms across the school, with some exceptional results.

In 2016, 85% of students in Year 3 were at or above the national minimum standard for Reading and 93% scored at or above for national minimum standard for Numeracy. 66% of Year 5 students were achieving at or above the minimum standard for Reading and 68% achieved at or above the national minimum standard for Numeracy in the 2016 NAPLAN assessments.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students show growth against the literacy and numeracy continuums.	<ul style="list-style-type: none"><li>• Students are assessed at the beginning of Kindergarten using the Best Start Assessments. These results are recorded in PLAN and monitored using the Literacy and Numeracy Continuums.</li><li>• All students, Kindergarten to Year 4, have their growth in both Literacy and Numeracy tracked across the Literacy and Numeracy Continuums.</li><li>• Staff undertook significant Professional Development in 2016 on using the Literacy and Numeracy continuums to monitor and plan for student learning.</li></ul>	<ul style="list-style-type: none"><li>• Staff are supported by the Learning and Support Team in assessing and monitoring student growth.</li><li>• Staff undertook Professional Development, led by our QTSS teacher.</li></ul>
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"><li>• Personalised Learning Plans were developed for all Indigenous students in the school. Plans were developed in consultation with parents and carers.</li></ul>	<ul style="list-style-type: none"><li>• Our AEO was also consulted in the planning of all Indigenous student PLPs, to help ensure cultural goals were included, relevant and supported.</li></ul>
90% of students achieve at or above State average in value added Year 5 NAPLAN results in literacy and numeracy (compared to the base line 72.2[2014])	<ul style="list-style-type: none"><li>• 85% of students in Year 3 achieved at or above minimum standards for Reading.</li><li>• 93% of students in Year 3 achieved at or above the minimum standard for Numeracy.</li><li>• 66% of students in Year 5 achieved at or above</li></ul>	<ul style="list-style-type: none"><li>• After analysis of the 2016 NAPLAN data, Glen Innes Public School was appointed an Early Action for Success Instructional</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students achieve at or above State average in value added Year 5 NAPLAN results in literacy and numeracy (compared to the base line 72.2[2014])	the minimum standard for Reading. • 68% achieved at or above the minimum standard for Numeracy.	Leader, to commence in 2017.

## Next Steps

- After analysis of the 2016 NAPLAN data, Glen Innes Public School was appointed an Early Action for Success Instructional Leader, to commence in 2017.
- The Learning and Support Team will enhance Personalised Learning and Support Plans (PLSPs) for students requiring accommodations in the classrooms, including all Indigenous students with an opportunity for the student to indicate their cultural and long term goals.
- The Learning and Support Team will further enhance the interventions provided to support Literacy and Numeracy development in the classroom.
- The Learning and Support Team will continue to enhance opportunities for Gifted and Talented through the formation of a Gifted and Talented Team.
- With the support of the EAfS Instructional Leader, all students, Kindergarten to Year 3, will have their growth for both Literacy and Numeracy regularly monitored and tracked using the Literacy and Numeracy Continuums.
- Implement the Positive Behaviour for Learning Framework across the school commencing with the playground and then moving into other learning spaces developing a culture of high expectations and mutual respect between staff, students, families and the community.

## Strategic Direction 2

STAFF: 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 with the assistance and support of an Accreditation Team. 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. Behaviour Management flowcharts have been developed and introduced for both the classroom and playground and are implemented by all teachers.

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.

Staff are being trained in whole school priorities regarding literacy at appropriate stage levels, with Kindergarten teachers undertaking training in Language, Learning and Literacy (L3K) and Stage 1 teachers undertaking training in L3 Stage 1.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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"><li>• There are five permanent New Scheme Teachers at Glen Innes Public School and a number of temporary New Scheme Teachers. All teachers are supported to achieve Accreditation at the Proficient level. Teaching staff who are currently at Proficient level are being supported to maintain their Accreditation.</li><li>• There was one beginning teacher appointed to Glen Innes Public School in 2016 and a second beginning teacher completing their first year of appointment. Both teachers were supported as Beginning Teachers in areas of identified need.</li><li>• All staff were involved in the Professional Development Plan process, indicating their areas of growth throughout 2016. PDPs were reviewed and new goals set for 2017.</li></ul>	<ul style="list-style-type: none"><li>• An Accreditation team meets regularly to support staff in achieving their Accreditation at Proficient level.</li><li>• \$17458.62 income was received to support Beginning Teachers.</li></ul>
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.	<ul style="list-style-type: none"><li>• The school has a comprehensive system for induction of new staff and teaching quality .</li><li>• Casual Handbooks are in the process of being developed for consistent guidelines.</li><li>• Teachers participate in regular professional learning targeted at school priorities and professional needs</li></ul>	



## Next Steps

- Implement Positive Behaviour for Learning (PBL) approach initially in the playground and then 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 with the support of our Early Action for Success Instructional Leader.
- Ensure all staff are trained in whole school priorities regarding literacy and numeracy at appropriate stage levels, including L3 Kindergarten; L3 Stage 1; Focus on Reading Years 3–6 and TENS.
- Enhancing the understanding of the Performance Development Framework and Performance Development Plan for all staff, ensuring their goals are aligned to the AITSL standards.
- Encourage and support staff to undertake Accreditation at Highly Accomplished and Lead level where applicable.

### Strategic Direction 3

**SCHOOL AND COMMUNITY:** 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 continuing to strengthen and build upon current community partnerships and develop additional partnerships. This year, Centacare New England North West worked with a number of high risk students, developing their ability to regulate emotions and engage with their peers. The Lions Club, Quota and Red Cross continued to support the Leadership programs within the school. Grow It! Cook It! Eat It! continues to be a strong program that develops strong educational and wellbeing outcomes for students. The Fire Brigade continued to be a strong presence in the school assisting with Breakfast Club on a weekly basis.

Families and community members were welcomed in to the school for a number of school based activities including Meet the Teacher BBQs, 3-way interviews, ANZAC activities, Easter Hat Parades, Grandparents Day, Open Day, Education Week, NAIDOC activities, class assemblies amongst other activities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There are a range of current partnerships, carefully planned and designed to enhance student outcomes.	<ul style="list-style-type: none"><li>• Fire Brigade serve breakfast once a week as part of Breakfast Club.</li><li>• Partnerships with Lions Club, Quota, Red Cross to develop Leadership opportunities of students. The local RSL Sub Branch have also established a relationship with the school to enhance learning around ANZAC Day, Remembrance Day and other significant events.</li><li>• Armajun Health (Aboriginal Health) work with the school to assess student hearing, vision, dental etc.</li><li>• YCDI program is systematically taught across the whole school.</li><li>• National Simultaneous Storytime is effective in K-2 and this year students from Pre School and local Long Day Care centres were invited to attend the activities.</li><li>• Centacare New England North West were engaged to deliver programs to develop resilience, engage with peers and regulate emotions for high risk students.</li></ul>	<ul style="list-style-type: none"><li>• Partnerships have been established with key community personnel.</li></ul>
The school collects evidence through school satisfaction surveys & 'Tell Them From Me' data to evaluate whether partnerships are having their intended impact in improving student achievement, behaviour and wellbeing.	<ul style="list-style-type: none"><li>• Staff 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.</li><li>• Students in years 4-6 are surveyed twice per year to determine their level of engagement with the school and curriculum and their understanding of key school initiatives.</li></ul>	<ul style="list-style-type: none"><li>• Tell Them From Me surveys are run through <a href="http://www.tellthemfromme.com">www.tellthemfromme.com</a> and are administered from a school level.</li></ul>
Individual student data collected based on student well-being matrix shows high levels of wellbeing and engagement.	<ul style="list-style-type: none"><li>• Students in Years 4-6 are surveyed to collect data through the twice per year Tell Them From Me surveys.</li><li>• Students are involved in Leadership</li></ul>	<ul style="list-style-type: none"><li>• Tell Them From Me surveys are run through <a href="http://www.tellthemfromme.com">www.tellthemfromme.com</a> and are administered from</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individual student data collected based on student well-being matrix shows high levels of wellbeing and engagement.	opportunities, National Simultaneous Storytime, Masterchef, GIPS Talent, Excursions, cultural days (Japan Day), transition programs and numerous other activities.	a school level.

## Next Steps

- Implement Positive Behaviour for Learning (PBL) approach in the playground initially then moving into classrooms with the goal of using 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.
- Continue to improve and enhance 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 and Celtic Concerts.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>In 2016, Glen Innes Public held their first Aboriginal Cultural Camp at 'The Willows,' allowing Aboriginal students to experience their culture and learn from their Elders.</p> <p>The school has employed an Aboriginal SLSO in addition to a full time Aboriginal Education Officer to assist in supporting Aboriginal students meet expected outcomes and to engage with the local Aboriginal community.</p> <p>During 2016, Personalised Learning and Support funds were used to enable a significant number of Aboriginal students to increase engagement in the classroom as well as improve their attendance through consistent and regular support. SLSOs were provided with valuable opportunities to work directly with students in the classroom and support them with their learning.</p>	\$8248.48 spent \$14800.00 received
<b>English language proficiency</b>	Throughout 2016, the school purchased a variety of texts to support English language proficiency among students.	EALD Teacher employed 0.2 with \$1140.54 funding received to support this program
<b>Low level adjustment for disability</b>	<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 and athletics carnival.</p>	\$64,171.00 income received
<b>Quality Teaching, Successful Students (QTSS)</b>	One teacher was released from class one day per fortnight to support staff in delivering high quality lessons to enhance student outcomes.	0.275 allocation through staffing OMSEE
<b>Socio-economic background</b>	<p>Throughout 2016, additional office staff were employed and upskilled to improve customer service across the school. A computer coordinator was employed to improve the efficiency of technology across the school for all students.</p> <p>The popular Grow It, Cook It, Eat It program continued in 2016 allowing all students to participate in cooking lessons and Kitchen Garden lessons. Resources were purchased, including an upgrade to some kitchen resources to support these lessons.</p> <p>The school also purchased additional technology items, including iPads as well as increasing the sporting equipment available to students.</p> <p>Motivational speaker, Lorin Nicholson, was engaged by the school to address all students and to work closely with students in Stage 3.</p>	\$226871.66 income received

<b>Socio-economic background</b>	<p>Teachers were provided with additional RFF time to allow collegiality across classes and stages.</p> <p>Interactive CommBoxes were purchased to upgrade old technology to digital which led to assisting teaching and learning in classrooms enabling better internet interaction and Virtual Tours and Excursions to be undertaken. The school's WiFi and computer network was also upgraded.</p> <p>Class cameras were purchased for students to record daily events and a third party software package called SENTRAL was purchased to allowing better monitoring of student identification, assessment, reporting, attendance tracking and health and wellbeing.</p>	<p>\$226871.66 income received</p>
<b>Support for beginning teachers</b>	<p>The school had one beginning teacher appointed to the school in 2016 and a second teacher who was in the final part of their beginning teacher year. Extensive professional development was undertaken by the teachers, including workshops with Bill Rogers around Behaviour Management and Sue Larkey to support students with Autism.</p> <p>Additional RFF was provided to allow Beginning Teachers to work with mentors and gather and annotate appropriate evidence to contribute to their accreditation.</p>	<p>\$17458.62 Income received</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	228	219	210	209
Girls	228	200	187	164

In 2016, the school had an enrolment of 373 students made up of 209 boys and 164 girls. There were 69 Aboriginal students representing 20% of the student population. The enrolment profile for the total number of boys and girls over past years is continuing to differ. We have a significantly higher proportion of boys than girls across most cohorts. Numbers have been gradually declining over the past four years.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	95	91.1	93
1	94.9	91.8	90.3	90.9
2	93	94.1	91.8	91
3	94.3	93.7	91	89.1
4	93.3	94.9	93	90.7
5	94.6	92.9	92.2	92
6	94	93.5	90.2	91.5
All Years	94.2	93.7	91.4	91.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

State average for Student Attendance over the past two years has been 94%. Our overall attendance from 2013 to 2016, has been consistently below average and gradually declining.

Additional protocols have been implemented regarding attendance throughout 2016 and it is anticipated that attendance figures will gradually increase over coming years.

### Class sizes

Class	Total
KW	18
KS	18
1DW	20
1EO	21
2NK	19
2JW	20
3/4LJ	29
3PG	30
4TC	29
4MB	29
S3RM	31
S3PH	29
S3DG	30
S3BJ	31

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	11.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	5.22
Other Positions	0

\*Full Time Equivalent

The Australian 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 as well as an Aboriginal SLSO.



## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	82
Postgraduate degree	18

## Professional learning and teacher accreditation

All staff participated in valuable professional learning throughout 2016 focusing on improving student outcomes, NSW Australian Curriculum and building the capacity of our teachers. Glen Innes Public School staff all commenced training in Positive Behaviour for Learning (PBL) and four staff members were trained as PBL leaders to implement PBL into the school.

Two staff members attended training delivered by Bill Rogers on Behaviour Management and presented their learning to all staff at a staff meeting. Learning and Support Teachers undertook training in Prelit and Minilit as well as participating in Network Days. Two staff completed an Athletics Coaching Course and one staff member attended the K-12 Maths Conference in Sydney. All staff received professional learning around the Literacy and Numeracy Continuums and completed the course 'Mathematics Building Blocks for Numeracy.' Two kindergarten teachers received ongoing Professional Development in L3: Language, Learning and Literacy and one Stage 1 teacher continued their Professional Development in L3 Stage 1.

SENTRAL was introduced into Glen Innes Public School as a way of monitoring attendance and other records and all staff received Professional Development in the use of SENTRAL.

Departmental mandatory training was undertaken by all staff which included training in the following; Anaphylaxis, Resuscitation, WHS, Child Protection, Emergency Care and Fraud and Corruption Training.

The school has five permanent teachers who are all maintaining Accreditation at Proficient.

## Financial information (for schools using OASIS for the whole year)

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>474 452.91</b>
Global funds	381 795.00
Tied funds	479 458.00
School & community sources	94 803.00
Interest	10 175.00
Trust receipts	19 646.00
Canteen	0.00
Total income	1 460 329.91
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	20 929.00
Excursions	28 328.00
Extracurricular dissections	41 380.00
Library	4 602.00
Training & development	5 318.00
Tied funds	587 623.00
Short term relief	24 626.00
Administration & office	102 231.00
School-operated canteen	0.00
Utilities	64 636.00
Maintenance	81 168.00
Trust accounts	19 386.00
Capital programs	63 588.00
Total expenditure	1 043 815.00
<b>Balance carried forward</b>	<b>416 514.91</b>

A full copy of the school's 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.

# 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## GLEN INNES PUBLIC SCHOOL 2016 NAPLAN OVERVIEW

### Year 3

#### Reading

In 2016, 55 students participated in the NAPLAN Reading assessment. The graph indicates that students were placed across all reporting Bands with the higher percentage of students placing in Bands 2 and 3.

#### Writing

54 Year 3 Students were assessed for their writing proficiency in 2016. Students placed in all reporting Bands. A greater percentage of students achieved the highest Band in comparison to the school average for 2014–2016, with most students achieving in the four middle Bands.

### Year 5

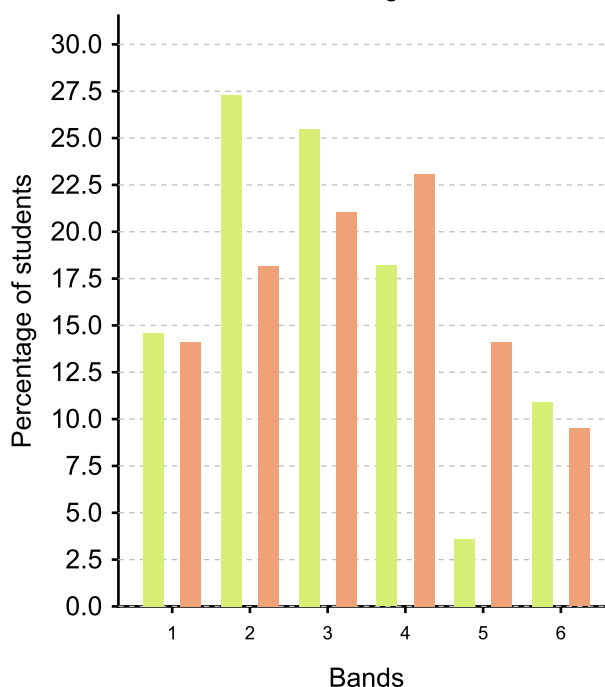
#### Reading

In 2016, 54 Year 5 students participated in the Reading assessment. 29% of students placed in Band 3, the lowest reporting Band. This is a downward shift from the school average for 2014–2016. Students placed in all six reporting Bands.

#### Writing

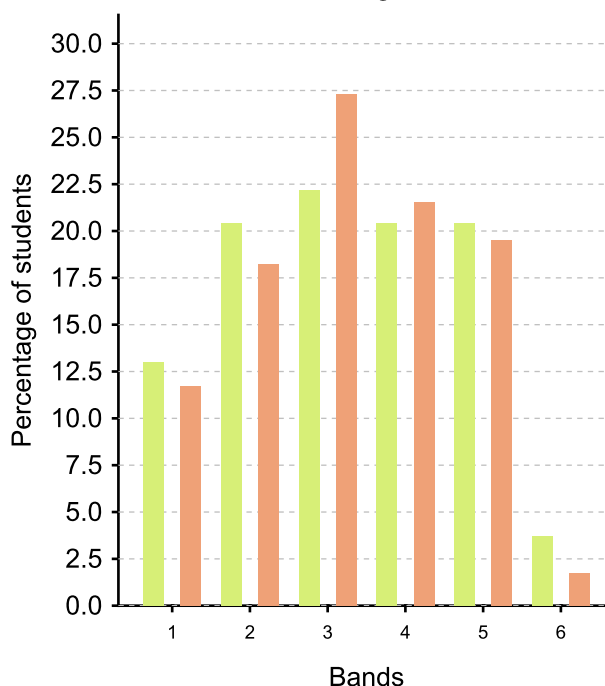
The graph indicates that no students placed in the highest Band, Band 8, in the 2016 writing assessment. Band 5 remained well represented. There has been slight shift, as indicated when comparing 2016 results to the school average, in the percentage of students achieving in both Bands 3 and 6.

Percentage in bands:  
Year 3 Reading



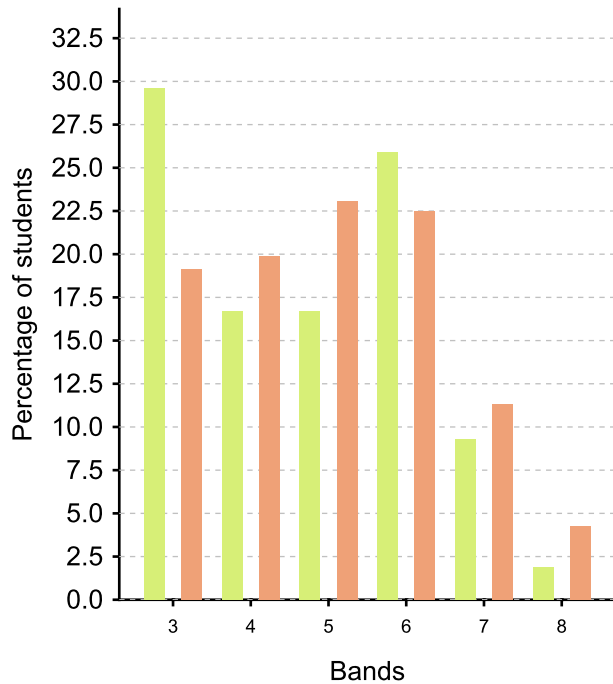
Percentage in Bands  
School Average 2014-2016

Percentage in bands:  
Year 3 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2014-2016

### Year 3

#### Numeracy

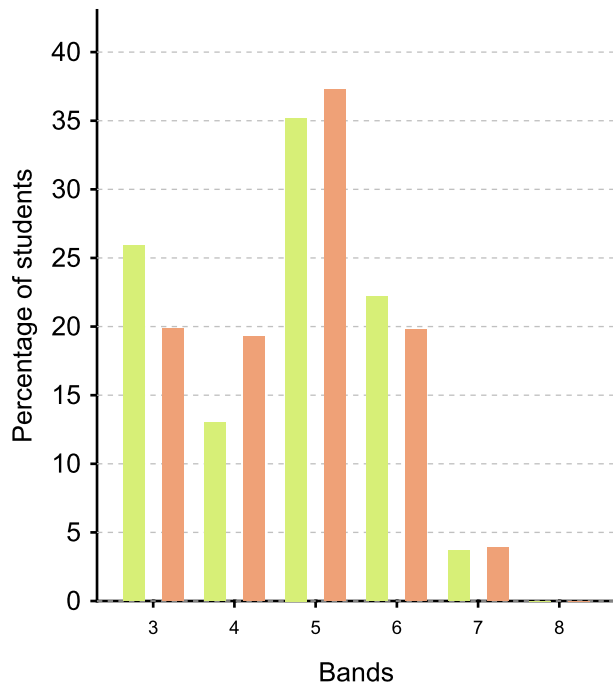
The NAPLAN Numeracy assessment was administered to 55 students in 2016. The results indicate an increase in the number of students achieving in Bands 5 and 6, the highest achievement Bands for Year 3. The report also depicts a decrease in the number of students achieving in Band 1.

### Year 5

#### Numeracy

53 Year 5 students participated in the Numeracy assessment in 2016. Students have been placed in all 6 reporting Bands. Placement in Bands 3 and 5 has increased when comparing to the school average over 2014–2016.

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

## Parent/caregiver, student, teacher satisfaction

In 2016, students in years 4–6, parents and staff were given the opportunity to reflect on and evaluate Glen Innes Public School through the Tell Them From Me surveys.

Students were able to provide feedback on their participation in school and extracurricular activities, their sense of belonging, behaviour, level of interest and motivation, level of being challenged in the classroom and future directions.

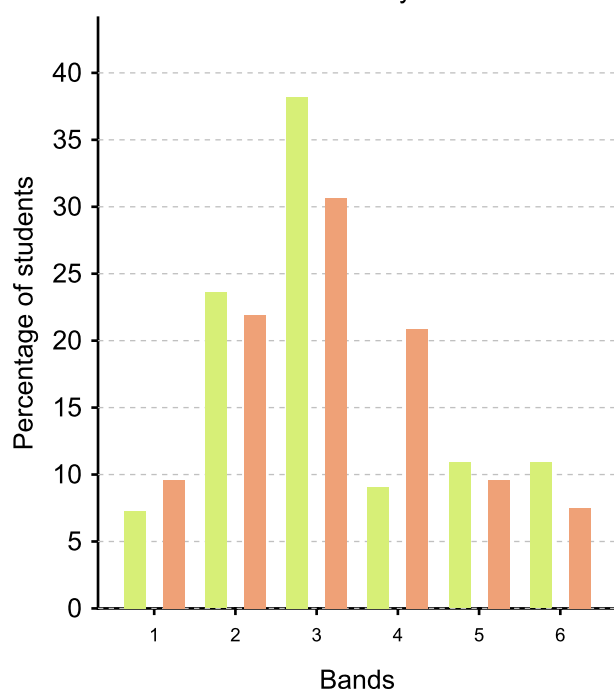
75% of students stated they had a high sense of belonging in the school and 79% stated they were interested and motivated in their education. 95% of students valued school outcomes and 84% of students believed they tried hard to succeed.

Staff were presented with an opportunity to reflect on leadership across the school, collaboration, their teaching strategies, parent involvement and the inclusivity of the school. Most teachers believed they discussed the learning goals for lessons and students become fully engaged in classroom activities. Staff felt parents were regularly informed about their child's progress and invited to comment on their child's work. A significant number of teachers share their lesson plans and materials with others and teachers set high expectations for their students.

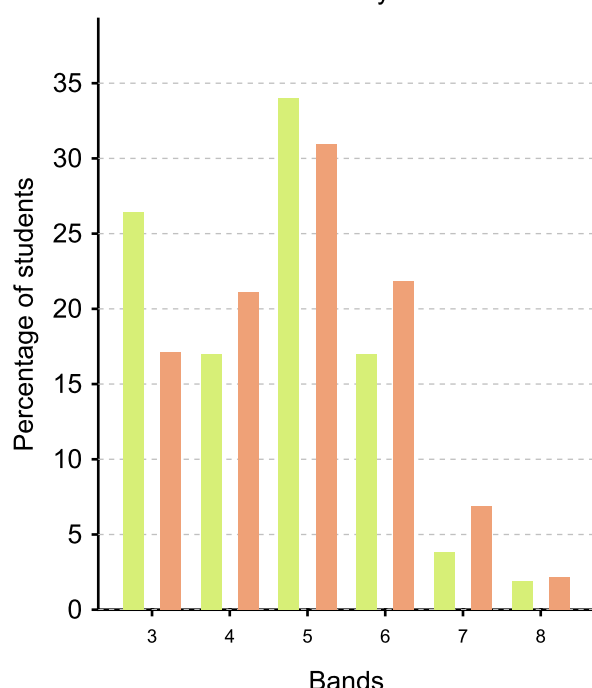
Unfortunately only a small percentage of our parent population chose to participate in the Tell Them From Me surveys, offering feedback on the school environment and learning opportunities provided to their children. 100% of respondents have attended more than two meetings throughout the year and 41% were involved in school committees. Parents felt that they were welcome in the school at all times and administrative staff were helpful in answering questions or dealing with problems. Parents also made the comment that their child feels safe going to and from school and their child is clear about the rules for school behaviour.

Parents felt the school shows a genuine and caring attitude towards students and the school provided regular communication as well as a number of opportunities for families to be involved in school activities. A number of suggestions were also made by families that have all been reviewed and considered for future learning.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



# Policy requirements

## Aboriginal education

Glen Innes Public School have approximately 20% of the school population who identify as Aboriginal Torres Strait Islander (ATSI) background. The school employs a full time Aboriginal Education Officer. The 2016 attendance rate for Aboriginal students is 88%. Our school continues to ensure Aboriginal education is a priority and is incorporated into all KLA.

In 2016, our AEO developed and implemented a series of Cultural Heritage lessons in which all students from K–6 participated to gain a deeper understanding of the local Aboriginal culture. The lessons were enjoyed by all students and teachers also gained a greater understanding of the local culture and heritage.

Aboriginal culture was also promoted through the establishment of an Aboriginal Girls Dance group, for both Aboriginal and non-Aboriginal students. The girl's group were able to perform at a series of events and will continue to learn more in future years.

### Culture Camp – November 2016

During November, 2016, Glen Innes Public School held their first Aboriginal Cultural Camp at 'The Willows.' 27 students attended and enjoyed a weekend learning about their Aboriginal culture.

Ngoorabul elder, Uncle John Kirk commenced the weekend with the "Welcome to Country" followed by a smoking ceremony in which all the children and adults took part. Key speakers over the weekend were Fiona McCormack, New England Area Command, Doreen from Armajun Health and Wendy Naeleca, Family and Community Services.

During Friday afternoon, students were shown how to remove coolamon's (a carrying vessel) from the gums by Jaydan from the Glen Innes Lands Council. Each group was given a coolamon to paint the following day. Friday night activities included spot lighting, animal call backs and stories around the fire.

Saturday commenced with a cultural walk along the walking track where Jaydan spoke to the groups, followed by painting the coolamons. Saturday lunch was open to parents and Elders, giving the students an opportunity to share their experiences from the camp.

Special thank you must be given to the Local Aboriginal Community and Lands Council helpers. Thank you also to the Glen Innes Lands Council for sponsoring the camp on their lands.

*Karen Potter, AEO*



## Multicultural and anti-racism education

The school continues to have an increasing enrolment of students with a non-English speaking background. In 2016, 2% of the school population identified as a language background other than English.

We had an allocation of 0.2 for an EALD Teacher who worked with three students across the school developing their understanding, knowledge and proficiency of English.

There are currently five trained Anti-Racism Contact Officers (ARCO's). The work of the ARCO ensures a wide-ranging approach to meeting racism issues if and when they arise. The school uses a proactive 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 Australian Celtic Festival as one of our major contributions to the community each year. Each year, a different unit of study is completed in Term 1 around a different Celtic nation. In 2016, we studied the Isle of Man. The study included language, music, dance, culture, local traditions as well as history and geography.

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

## Other school programs

### Sport

The 2016 Glen Innes Public School sporting year began with the unveiling of our new sporting uniforms for representative sport in boys and girls soccer and touch football and boys rugby league. They were very well received by the students and the wider community. Our annual swimming carnival was the first event of the year, with the first year of competition in the newly refurbished 25m swimming pool. This enabled students

aged 8 and above to be involved as either competitors or novelty event participants. A total of 230 students took part in the carnival in their respective events. The new format meant that new records were set in each event. The winning sports house on the day was Arunta. Forty-seven students qualified for the zone carnival held again at Glen Innes Swim Centre and twenty of these students progressed further to the Armidale North West carnival.

The cross country trials continued to be conducted in two separate events with the 5–7 year olds completing their own course in the school grounds and the students aged 8 and above challenging themselves at Martin's Lookout. The 2016 winning house was Arunta. The Northern New England carnival was held at Tenterfield with 60 competitors from Glen Innes Public School. 30 of these students qualified to compete at the regional carnival in Coolah. Kaleb Hope was successful in earning a place in the North West team to compete at Eastern Creek.

Our athletics program involved planned weeks of teaching the skills across K–6, followed by the students aged 8 and above nominating to trial for events. Those who qualified then attended the school carnival, whilst all other students took part in novelty events at the carnival. K–2 had their own sports day and invited the local pre-school to participate in this day. Kaleb Hope and Jack Grob broke the discus records in both the 11 years and senior boys with distances of 31.93m and 31.89m respectively. The winner of the athletics shield was Wongabilla.

68 students qualified to compete against the other students in our Northern New England zone which was hosted by Glen Innes Public School. Congratulations also to Jack Grob, who broke the only record on the day in the Senior Boys Discus with a distance of 31.04m. Twenty-seven students, including our four relay teams, were successful in qualifying for the regional carnival in Tamworth.

Lucas Tait and Daniel Tait, who both placed 2nd in discus, Jack Grob, who gained 1st place in discus and 3rd place in shot put and Kaleb Hope who earned himself a 1st place in high jump, shot put and discus, qualified as part of the North West team to travel to Homebush to compete at the state carnival on 19th and 20th October. Kaleb Hope was awarded with the additional honour of being named the 11 year boy champion at the regional carnival. This is the first time this has ever happened at Glen Innes Public School. The students eagerly presented themselves for selection in the school teams to trial in the various sports. Many were successful in gaining a place in the Northern New England team, followed by either the Northern team in some cases and then the North West Team. Jack Grob made the rugby league team, Ryan McIntyre in the touch football and Harlon McLaren was selected in the rugby league and touch football teams. Kaleb Hope was our most successful athlete, adding to his selection in both the athletics and cross country squads with the achievement of making the rugby league, touch football and soccer sides.

Teams also competed in the various PSSA knockout

competitions, including soccer, netball, touch football, cricket and rugby league. Congratulations must go to our open boys rugby league team who played outstanding football winning the four round matches and went onto win the regional final. They were graciously defeated in the quarter finals, meaning they were in the top 8 teams in the state. They were also named the Sub-Junior team at the Glen Innes & District Sports Council Awards.

Our Horse Sports team and individual gymnasts represented our school with pride in their respective competitive days. Interschool games against St Joseph's and Emmaville Central School also were a part of the school calendar and were played with enthusiasm and sportsmanship.

Glen Innes Public School continued to host several development days in different sports to encourage student participation and build specific skills. Support from these sporting bodies assist the students in understanding what opportunities are available in the local community and how sport can help them to work with others. We are grateful for these organisations.

The school continued with the Premier's Sporting Challenge, where the students recorded the physical activity they engaged in each day for a period of 10 weeks. A class average is worked out with students receiving a bronze, silver, gold or diamond award. This year Glen Innes Public School was awarded with a Gold Certificate for the students' participation and achievement.

Glen Innes Public School acknowledges that the sporting programs would not take place without the support of the teachers, parents and supporters, volunteers, the P and C and the sporting bodies in our local community. We are extremely grateful for the support provided in this part of the school curriculum.

### **Student Leadership**

This year the student leaders of Glen Innes Public School have attended and organised numerous fun and interesting events. In term 1, the leaders attended the Young Leaders Conference in Brisbane, where they heard from some excellent speakers who shared their knowledge of how to be a good leader.

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. They assisted with the judging of the 2016 GIPS Factor auditions and the drawing competition.

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

### **International Competitions and Assessments for Schools (ICAS)**

In 2016 several students excelled in the International Competitions and Assessments for Schools (ICAS). These competitions covered several different subjects.



*Digital Technologies*

Rory Husband – Credit

Lucy Goldman – Merit

*Mathematics*

Carter Ferris – Credit

Rory Husband – Credit

Howard Eastwood – Merit

Jack Causer – Merit

*Spelling*

Liona Dawson – Merit

Rory Husband – Merit

*English*

Rory Husband – Credit

Alex Woods – Credit

Jack Causer – Merit

*Science*

Alex Woods – Distinction

Rory Husband – Credit

Jack Causer – Credit

Jack Chappell – Merit