

Glen Innes Public School

Annual Report



2017



2005

Introduction

The Annual Report for **2017** is provided to the community of **Glen Innes Public** 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

I would like to congratulate our students, staff and community on another very successful year of teaching and learning at Glen Innes Public School. I am very proud of the fact that all of our students have been given every possible opportunity to be challenged, achieve success and feel valued in our school.

Highly dedicated and experienced teachers have tirelessly supported our students. Our teachers are incredibly committed to the well-being of all our students and I commend their efforts. They take pride in their profession and commit to ensuring that our school is a leading example of holistic primary education. They possess exceptional talent in the technicalities of teaching and commit to high quality professional learning as they maintain exceptional standards in their craft.

I praise the efforts of our parents and community members for the continued support our school received throughout 2017. Our school is vibrant, welcoming and supportive. This has been achieved as the whole school community commits to the education and celebration of our students successes.

I am very proud to lead our school community. A community dedicated in providing every opportunity for our students to grow and succeed.

Message from the school community

2017 saw some amazing projects completed by the Glen Innes Public School P&C along with the school community. We have achieved the installation of a brand new playground for the Primary Playground as well as the completing of bright, colorful artworks on the Stage 2 / Stage 3 concrete area. A collaboration with the school saw 13 bright, interactive and educational artworks completed in the Infants area in the 2017 Christmas school holidays.

The P&C continued the tradition of supporting the school sun safe no hat no play policy by providing a sun safe broad brimmed hat with the school logo to every new enrolment for 2017 along with the new 2017 kindergarten students.

Again this year, we held Mother's Day and Father's Day stalls, Donut day and our Red Food Days. We held 2 raffles this year; an Easter egg raffle as well as a giant raffle that coincided with Father's Day, with a lucky winner scoring a flat screen TV. We coordinated the food stalls at the Discos in Terms 1 & 4, as well as the ongoing sales of our winter warmers, house t-shirts, hats, magnetic note pockets and second hand uniform pool.

We are proud to be able to provide the school with a 5 day week operational school lunch centre that enables children to order recess and lunch as well as walk up purchasing. We follow the healthy schools canteen strategy, providing healthy food options for the students. Our Lunch Supervisor is employed 4 days a week and we have a wonderful volunteer base

that works with her to be able to provide this service.

For the 2017 school year we were fortunate enough to raise \$10000 In 2018 we look forward to setting new goals and working with the school. Without the support of our wonderful school families and the wider community we would not have been able to achieve all that we have.

Natasha Ward

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 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 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 this process included:

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 2018, 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, Toastmasters, 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.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

After analysis of the 2016 NAPLAN data, Glen Innes Public School was appointed an Early Action for Success Instructional Leader. This position commenced in 2017.

The Learning and Support Team enhanced 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 further enhanced the interventions provided to support Literacy and Numeracy development in the classroom.

The Learning and Support Team commenced providing 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, have their growth for both Literacy and Numeracy regularly monitored and tracked using the Literacy and Numeracy Continuums.

GIPS began to implement the Positive Behaviour for Learning Framework across the school commencing with the playground developing a culture of high expectations and mutual respect between staff, students, families and the community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show growth against the literacy and numeracy continuums.	<ul style="list-style-type: none">• Staff are supported by the Learning and Support Team in assessing and monitoring student growth.• Staff undertook Professional Development, led by our QTSS teacher.	<ul style="list-style-type: none">• 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.• All students, Kindergarten to Year 4, have their growth in both Literacy and Numeracy tracked across the Literacy and Numeracy Continuums.• Staff undertook significant Professional Development in 2016 on using the Literacy and Numeracy continuums to monitor and plan for
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">• Our AEO was also consulted in the planning of all Indigenous student PLSPs, to help ensure cultural goals were included, relevant and supported.	<ul style="list-style-type: none">• Personalised Learning Support Plans were developed for all Indigenous students in the school. Plans were developed in consultation with parents, carers and the AEO.
90% of students achieve at or	Following the analysis of	• 66% of students in Year 3 achieved at or above

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
above State average in value added Year 5 NAPLAN results in literacy and numeracy (compared to the base line 72.2[2014])	NAPLAN data, Glen Innes Public School was appointed and Early Action for Success Instructional Leader.	minimum standards for Reading. <ul style="list-style-type: none">• 74% of students in Year 3 achieved at or above the minimum standard for Numeracy.• 65% of students in Year 5 achieved at or above the minimum standard for Reading.• 62% achieved at or above the minimum standard for Numeracy

Next Steps

- * Further development of a Gifted and Talented Team as well as the formation of a Creative and Performing Arts Team providing opportunities for students to develop skills and achieve in areas such as music, choir, dance, drama, public speaking, debating.
- * Further implementation of the Positive Behaviour for Learning Framework into learning spaces, continuing to develop a culture of high expectations and mutual respect between staff, students, families and communities.
- * All staff moving towards the use of PLAN 2 and progressions to monitor and review all student literacy and numeracy data.
- * GIPS to participate in the Building Numeracy Leadership Professional Development to develop and extend knowledge and capabilities of all staff in numeracy.
- * Elements of Visible Learning introduced into GIPS across all classrooms.

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 has commenced implementing the Positive Behaviour for Learning (PBL) approach initially in the playground, moving towards use of school values and displays across all classrooms and learning environments..

All staff have been engaged 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 and QTSS teacher.

Opportunities for all staff for training in whole school priorities regarding literacy and numeracy at appropriate stage levels, including L3 Kindergarten; L3 Stage 1; Focus on Reading Years 3–6 has been provided to relevant staff.

Enhancing the understanding of the Performance Development Framework and Performance Development Plan for all staff, ensuring their goals are aligned to the AITSL standards has taken priority this year with Professional Learning occurring at staff meetings and staff being well supported in the formulation of their goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	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">* An accreditation team meet regularly to support staff in achieving their Accreditation at Proficient level.* \$30963 income was received to support Beginning Teachers	<ul style="list-style-type: none">• 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.• 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. An additional temporary teacher was provided with Beginning Teacher support in their first year of teaching.• All staff were involved in the Professional Development Plan process, indicating their areas of growth throughout 2017. PDPs were reviewed and new goals set for 2018.
All casual, permanent and temporary staff have demonstrated consistent understanding of whole school processes and practices as		<ul style="list-style-type: none">• The school has a comprehensive system for induction of new staff and teaching quality.• Casual Handbooks have been developed for consistent guidelines.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
articulated in the GIPS Induction and Communication handbook.		<ul style="list-style-type: none">Teachers participate in regular professional learning targeted at school priorities and professional needs

Next Steps

- * Encourage and support staff to undertake Accreditation at Highly Accomplished and Lead level where applicable.
- * Shared school wide responsibility is evident through purposeful leadership, quality teaching and learning and community involvement
- * .Build the capacity or staff in the organisation of curriculum activities including sport.
- * Expansion of leadership opportunities through school activities for staff and students. All staff will have input into behaviour expectations using a common language through PBL consultation
- * .Implementation of a whole school well-being focus supported through PBL.

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

Positive Behaviour for Learning (PBL) approach has been implemented in the playground with the goal of using school values and displays across all classrooms and learning environments.

Strong relationships with the Preschool and Long Day Care Centres in Glen Innes as well as the Community of Schools in the area have been established and maintained.

Community engagement has continuously been improved and developed through inviting parents to weekly assemblies, meet the teacher BBQs and evening, Easter Hat Parades, Grandparents day and focus days throughout the year.

Transition into Kindergarten, Year 2 into Year 3, Year 6 into Year 7 programs have been consolidated and expanded upon. An additional Year 6 into Year 7 transition was developed and implemented in consultation with the high school. The additional transition program allowed students with additional needs where provided with more structured opportunities for their transition .

GIPS has worked collaboratively with the P&C to build partnerships and common goals with parents, families and the broader community.

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 have all been expanded upon..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There are a range of current partnerships, carefully planned and designed to enhance student outcomes.	<ul style="list-style-type: none">Partnerships have been established with key community personnel.	<ul style="list-style-type: none">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. 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.Armajun Health (Aboriginal Health) work with the school to assess student hearing, vision, dental etc.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.Centacare New England North West were engaged to deliver programs to develop resilience, engage with peers and regulate emotions for high risk students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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"> Tell Them From Me surveys are run through www.tellthemfromme.com and are administered from a school level. 	<ul style="list-style-type: none"> 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. 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.
Individual student data collected based on student well-being matrix shows high levels of wellbeing and engagement.	<ul style="list-style-type: none"> Tell Them From Me surveys are run through www.tellthemfromme.com and are administered from a school level. 	<ul style="list-style-type: none"> Students in Years 4–6 are surveyed to collect data through the twice per year Tell Them From Me surveys. Students are involved in Leadership opportunities, National Simultaneous Storytime, Masterchef, GIPS Talent, Excursions, transition programs and numerous other activities.

Next Steps

- * Implementation of PBL into all classroom settings with the goal of using school values and displays across classrooms and learning environments.
- * Implementation of a whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling
- * .Development of a strong connection with Armajun Aboriginal Health Centre providing support for dental, hearing, vision, speech and paediatrician.
- * PBL lessons are implemented into classrooms. PBL team regularly extracts and analyses data.
- * Increase in PBL signage across the school.
- * Re-establishment of a strong AECG that is supported by GIPS and the Aboriginal community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$28804.94 inc received.</p> <ul style="list-style-type: none"> Aboriginal background loading (\$0.00) 	<p>In 2017, Glen Innes Public held an Aboriginal Cultural Camp at 'Washpool,' 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 2017, 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>
English language proficiency	\$6164.32 received	Throughout 2017, the school purchased a variety of texts to support English language proficiency among students.
Low level adjustment for disability	\$60287 inc received	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. Additional staff and SLSOs were employed for extensive supervision at school excursions and sporting events, such as the school swimming carnival and athletics carnival.
Quality Teaching, Successful Students (QTSS)	0.654 allocation through staffing OMSEE	One teacher was released from class one day per fortnight to support staff in delivering high quality lessons to enhance student outcomes
Socio-economic background	<p>\$326,182.86 inc income received</p> <ul style="list-style-type: none"> Socio-economic background (\$0.00) 	Throughout 2017, additional office staff were employed and upskilled to improve customer service across the school. A classroom teacher was released for half a day per week as a computer coordinator to improve the efficiency of technology across the school for all students. The popular Grow It, Cook It, Eat It program continued in 2017 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. The school also purchased additional technology items, including iPads as well as increasing the sporting equipment available to students.
Support for beginning teachers	<p>\$30963.00 inc received</p> <ul style="list-style-type: none"> Support for beginning teachers (\$0.00) 	The school had one beginning teacher appointed to the school in 2017 and a second teacher who was in the final part of their beginning teacher year. There was also a temporary teacher who was provided additional support in their first year as a teacher. Extensive professional development

Support for beginning teachers	<p>\$30963.00 inc received</p> <ul style="list-style-type: none">• Support for beginning teachers (\$0.00)	<p>was undertaken by the teachers and additional RFF was provided to allow Beginning Teachers to work with mentors and gather and annotate appropriate evidence to contribute to their accreditation.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	219	210	209	216
Girls	200	187	164	158

In 2017, the school had an enrolment of 374 students made up of 216 boys and 158 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 had been gradually declining, but have remained consistent over the past two years. .

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	91.1	93	93.5
1	91.8	90.3	90.9	92.9
2	94.1	91.8	91	93.8
3	93.7	91	89.1	92.2
4	94.9	93	90.7	90
5	92.9	92.2	92	90.8
6	93.5	90.2	91.5	89.1
All Years	93.7	91.4	91.1	91.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

State average for Student Attendance over the past three years has been around 94%. Our overall attendance from 2014 to 2017, has been consistently below average.. Additional protocols have been

implemented regarding attendance, including the employment of a SAO to monitor attendance and contact families on a regular basis, throughout 2016 and 2017 and it is anticipated that attendance figures will gradually increase over coming years.

Class sizes

Class	Total
KS	18
KJ	19
KW	18
1EO	20
1KD	20
2NM	23
2ES	23
3LJ	26
3MB	25
4TC	28
4PG	29
S3PH	29
S3DO	29
S3BJ	31
S3RM	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14.99
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.9
Teacher Librarian	0.8
Teacher of ESL	0
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 to support student learning and engagement.

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 2017 focusing on improving student outcomes, NSW Australian Curriculum and building the capacity of our teachers.

One staff member received training in Critical and Creative Thinking across the Curriculum and trained all staff in this as part of Staff Development Day sessions. All staff participated in training in PBL; Long QT; WHS; MAPA; Fire Safety through a talk from NSW Fire and Rescue; Macqlit; Friendly Faces Helping Hands and were involved in work on the School Excellence Framework. This included working on setting the school vision and future directions. Teaching staff were also trained in Understanding the Geography Syllabus and were introduced to the Learning Progressions.

Seven staff members completed training in Phase 2 of Focus on Reading, which involved the presentation of an action research project. Three staff members completed the Phase 1 training in Focus on Reading. This has ensured consistency in language across all primary classes. One Kindergarten teacher and the Instructional Leader received Professional Development in L3: Language, Learning and Literacy and two Stage 1 teachers continued their Professional Development in L3 Stage 1.

Departmental mandatory training was undertaken by all staff which included training in the following: Anaphylaxis, CPR, Child Protection, Fraud and Corruption Training.

One permanent and one casual teacher completed accreditation at proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	416,514
Global funds	414,280
Tied funds	637,972
School & community sources	43,793
Interest	7,353
Trust receipts	20,512
Canteen	0
Total Receipts	1,123,910
Payments	
Teaching & learning	
Key Learning Areas	14,126
Excursions	32,661
Extracurricular dissections	23,945
Library	4,203
Training & Development	0
Tied Funds Payments	597,296
Short Term Relief	32,537
Administration & Office	89,364
Canteen Payments	0
Utilities	66,216
Maintenance	58,523
Trust Payments	20,464
Capital Programs	36,620
Total Payments	975,956
Balance carried forward	564,467

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	616,112
Appropriation	575,183
Sale of Goods and Services	57
Grants and Contributions	40,871
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-375,104
Recurrent Expenses	-375,104
Employee Related	-160,662
Operating Expenses	-214,442
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	241,008
Balance Carried Forward	241,008

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,609,273
Base Per Capita	57,793
Base Location	73,542
Other Base	2,477,939
Equity Total	679,439
Equity Aboriginal	93,814
Equity Socio economic	326,183
Equity Language	6,164
Equity Disability	253,278
Targeted Total	265,753
Other Total	505,526
Grand Total	4,059,990

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

YEAR 3

Reading – Results indicate that there has been slight positive shift into the highest reporting band for Year 3, Band 6, when compared to the school average for 2015–2017. The highest percentage of student results are placed in Band 3, which is an increase when compared to the three-year average.

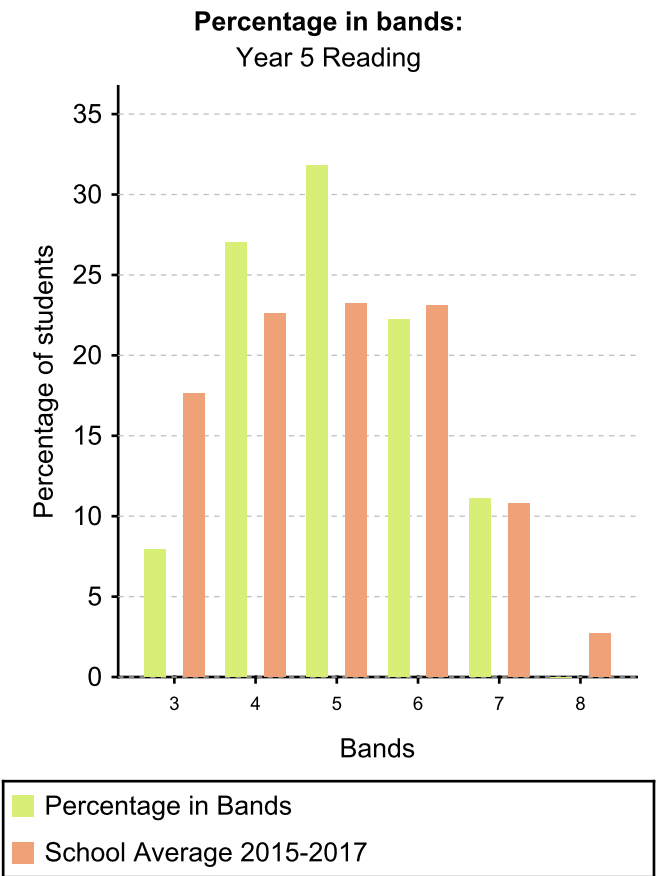
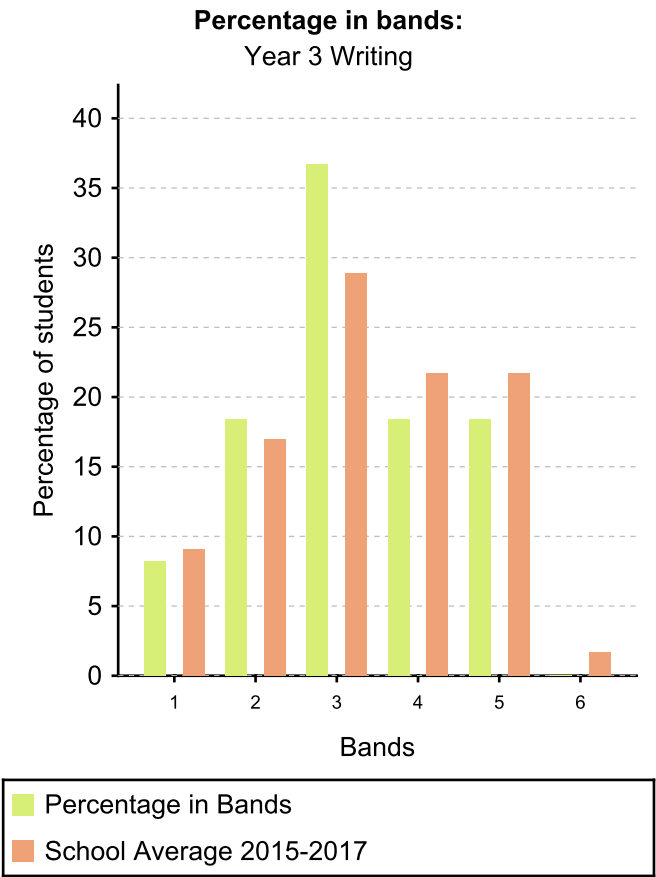
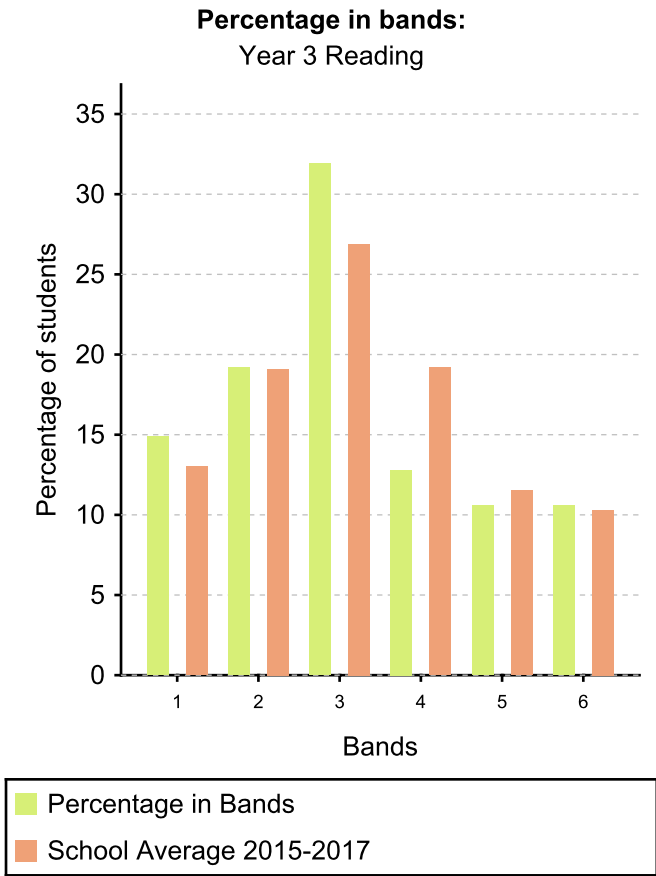
Writing – No student placed in Band 6 in 2017. The highest percentage of results are placed in Band 3, which is the middle Band for writing in Year 3. There has been a slight shift in student representation in Band 1, the lowest reporting Band, when compared to the average results for 2015–2017.

YEAR 5

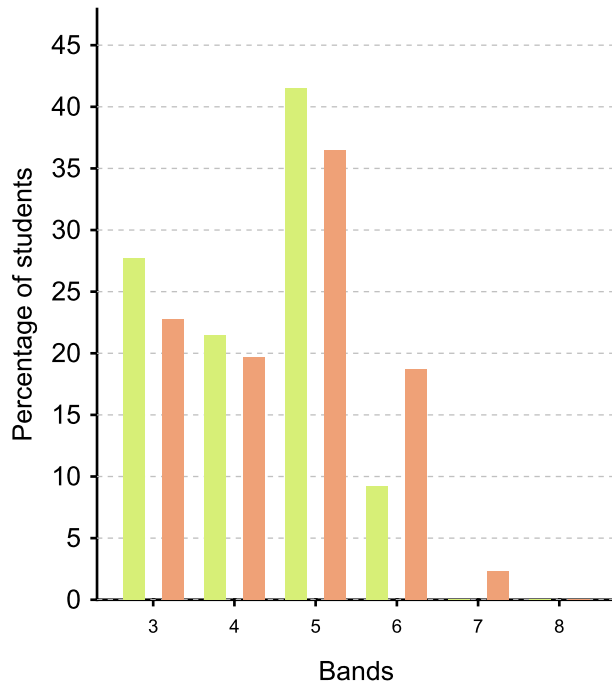
Reading – 63 students participated in the reading assessment in 2017. No student placed in Band 8, the highest reporting Band for Year 5 in 2017. A positive

shift in results has occurred from Band 3, the lowest reporting Band for Year 5 in 2017 with 58% of students placed in Bands 4 and 5.

Writing – Results indicate that 42% of students placed in Band 5 for writing in 2017. No students scored in the higher Bands 7 or 8.



Percentage in bands:
Year 5 Writing

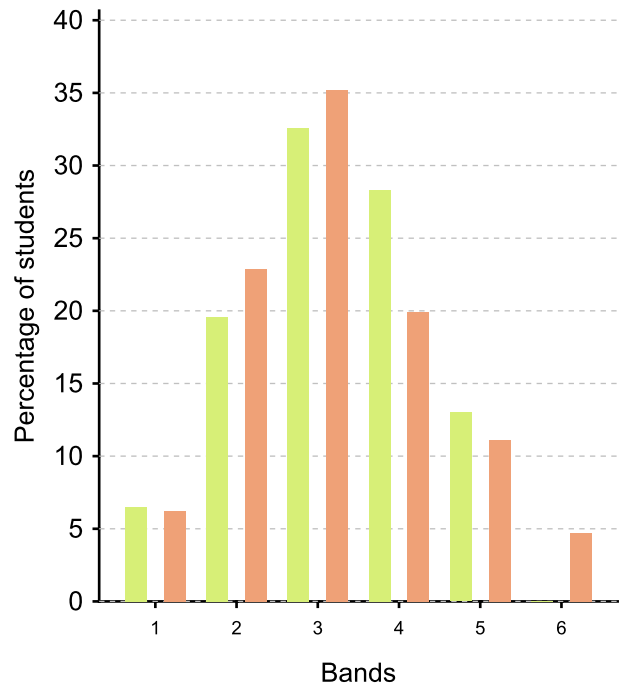


Percentage in Bands
School Average 2015-2017

YEAR 3 – 46 students participated in the NAPLAN numeracy assessment in 2017. 41% of students were placed in Bands 3 and 4, the middle reporting bands for Year 3.

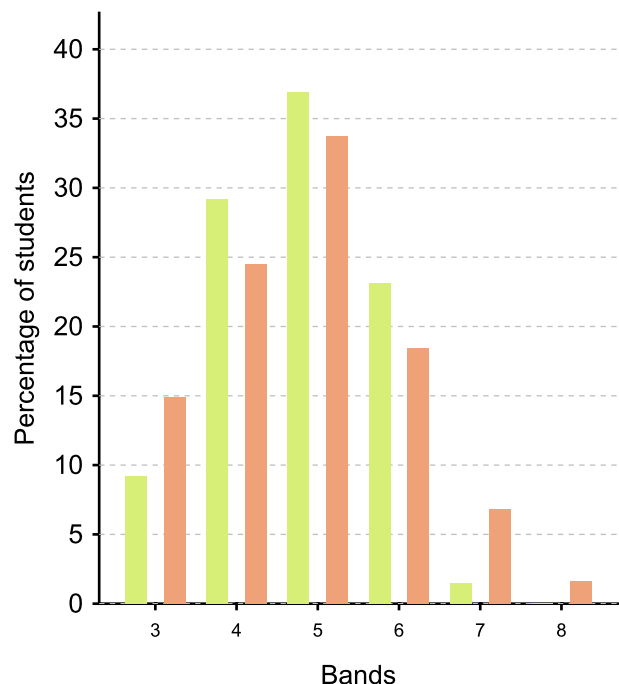
YEAR 5 – There has been a significant shift in students placing in the lowest reporting band, Band 5 for numeracy in the 2017 assessment. 36% of students placed in Band 5, which is one of the middle bands in Year 5.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Parent/caregiver, student, teacher satisfaction

In 2017, 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.

78% of students stated they had a high sense of belonging in the school and 74% stated they were interested and motivated in their education. 93% of students valued school outcomes and 88% 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. 82% of respondents have attended more than two meetings throughout the year and 88% 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.



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 2017 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, and developed in 2017, 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 performances of our 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.

In 2017, GIPS continued to encourage our Aboriginal families into the school community. NAIDOC day was well supported and students were engaged in learning about the Aboriginal culture, language and heritage. The school engaged the support of a local Aboriginal artist, Lloyd Hornsby. Lloyd attended the school on a regular basis and worked with students during their lunch breaks to create some spectacular art.

2017, saw the establishment of an Aboriginal Homework Centre, in conjunction with Glen Innes High School. The Homework Centre rotated between GIPS and GIHS and was facilitated by two teachers and SLSOs. Aboriginal students were able to attend on a weekly basis and gain individual support with their homework and areas of difficulty.

8 students from GIPS went to Lake Burrendong for a week to attend the STEM Camp run by the AECG in partnership with the Department of Education. Our AEO and a teacher attended the camp to support the students.

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 2017, 4% 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 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 2017, we studied Ireland.. 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

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 ImagiNation (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 the development of a quiet area in the primary playground. They assisted with the judging of the 2017 GIPS Factor auditions and the art competition. They coordinated a coin drop which spelt out our core values of Respect, Pride and Success.

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. They were also a part of the guard of honour for the Governor at the Glen Innes show.

International Competitions and Assessments for Schools (ICAS)

In 2017 several students excelled in the International Competitions and Assessments for Schools (ICAS). These competitions covered several different subjects..

Digital Technologies

Jack Causer – Credit

Mathematics

Rory Husband – Distinction

Melody Miller– Merit

Jacob Zomer – Merit

Nate Grennan – Merit

Spelling

Rory Husband – Merit

English

Rory Husband – Merit

Science

Rory Husband – Credit

Sport

In 2017 the sporting calendar began with the annual swimming carnival within the first weeks and it was the second year where students who are not so confident in the water were encouraged to be involved in novelty events and then support competitors in the finals and the relays, including the much anticipated student/teacher and parent relays. Approximately 220 students were involved in the competitive or novelty events. A further 32 records were broken in the second year of competing in the 25m pool. Arabanoo was announced the winning house of the day. Forty-three 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 2017 winning house was Arunta. The Northern New England carnival was once again held in Tenterfield with our school making up a contingent of 60 competitors. Thirty one of these students qualified to compete at the regional carnival in Coolah. Maisie Eastwood was successful in earning a place in the North West team to compete at state level in 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. The winner of the athletics shield in 2017 was Arabanoo. As a result from this carnival, 68 students qualified to compete against the other students in our Northern New England zone which was hosted by Sir Henry Parkes Memorial School in Tenterfield. Thirty-one students were successful in qualifying for the regional carnival in Tamworth. Special mentions must go to Lucas Tait who placed 2nd in discus, Madyx Dawson who gained 3rd place in high jump and Maisie Eastwood who earned 3rd place in the 800m. These three students have qualified as part of the North West team to travel to Homebush to compete at the state carnival.

Arabanoo was announced as the overall winner of the House Points Cup at the Stage 3 Presentation Day.

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. Isaac Farrugia and Mitchell Duddy made the 11 years and open rugby league teams respectively. Mitchell Duddy was also successful in achieving a place in the North West cricket side and also the touch football team along with teammate Koby Usmar.

Arabanoo was announced as the overall winner of the House Points Cup at the Stage 3 Presentation Day.

Teams also competed in the various PSSA knockout competitions, including soccer, netball, touch football, cricket and rugby league. Congratulations to all students involved in these teams for their commitment and efforts during the year.

Our individual gymnasts represented our school with pride in the North West Gala day achieving great results.

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 the support provided by organisations.

The school continued with the Premier's Sporting Challenge, where the students recorded the physical activity they were engaged in this per day for 10 weeks. A class average is worked out with student 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.

The Glen Innes Public School community acknowledge the effort and dedication of the teachers, parents and supporters, volunteers, the P and C and the sporting bodies in our local community and thank them for the various roles that they play in supporting sport within the school and surrounding community.