

# Glen Innes Public School

## Annual Report



2018



2005

## Introduction

The Annual Report for **2018** 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.

### School contact details

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### Message from the Principal

I am very honoured to have joined the community of Glen Innes Public School as Principal at the beginning of Term 4, 2018. The success of students at Glen Innes Public School is underpinned by key elements that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate. Glen Innes Public School has a highly dedicated team of staff who continue to work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in a range of educational opportunities provided for them at the school.

Glen Innes Public School enjoys tremendous support from our parents/carers and the local community who continue to work with the school to provide the wide range of learning experiences for each of our students.

I look forward to leading Glen Innes Public School to provide every opportunity for all students to show pride, respect and to have success in all areas of school life.

Mrs Christine Dorward

### Message from the school community

2018 saw some amazing projects completed by the Glen Innes Public School P&C along with the school community. We have achieved purchasing of passive play equipment for K-6 students, 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 2018 along with all of kindergarten.

Again this year, we held Mother's Day and Father's Day stalls, Hot Chip day and our Red Food Days. We coordinated the food stalls at the Disco in Term 4, as well as the ongoing sales of our winter warmers, house t-shirts, hats, magnetic note pockets and second hand uniform pool.

This year we were fortunate enough to have the Variety Bash visit the school, bringing 300 eager and hungry drivers along. The P&C catered for these amazing people and had a great time supporting this worthy bunch of humans.

The P&C were successful in obtaining 2 grants, from the Glen Innes Severn Council and the White Rock Wind Farm and will be used to benefit the students and the community that use our facilities. We are investing money into relaying positive messages to our students and upgrading the facilities used by both school and the wider community.

For the 2018 school year we were fortunate enough to raise \$6,000 and in 2019 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

At Glen Innes Public School we provide high quality, educational opportunities for each and every student. We take **pride** in our learning, **respect** all and celebrate the **success** of our school community.

### 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. Recently, two Windfarms have been developed in the area, contributing to the economy.

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 400 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 Glen Innes Public 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 a very successful sporting program. An inclusive Creative and Practical Arts Program is being developed in the school. We have a supportive P&C Committee and families and community members are welcome to join us in the education of our students.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On Thursday 20th September, 2018, Glen Innes Public School (GIPS) participated in External Validation. In preparation for this meeting, a body of evidence was prepared, reviewed and annotated. The following information synthesises the annotated information provided in the body of evidence.

The results of this process indicated that in the School Excellence Framework domain of Learning, GIPS is rated as Sustaining and Growing in Learning Culture, Wellbeing, Curriculum, Assessment, and Reporting. In the element of Student Performance Measures, GIPS is rated as Working Towards Delivering.

GIPS has a demonstrated commitment that all students make learning progress. We value the relationship we have with our parents and carers and encourage our families to support improvement aims for planning and teaching. The Learning and Support Team (LST) at GIPS is committed to improving student outcomes and the evidence set outlines a number of examples demonstrating this commitment to high expectations. Our transition programs, as outlined in the Learning and Support evidence set details the way we collect and analyse information to encourage successful transitions and collaborate with families to support those whose continuity of learning is at risk. Systems and Processes that we have embedded in regards to Attendance demonstrate our strong commitment to analysing attendance data and

improving whole school attendance data.

Wellbeing of our students is also an important area of the LST and is clearly demonstrated through a number of sets of evidence. We monitor whole school wellbeing and have a significant number of supports in place to enhance wellbeing. Behaviour expectations are clear and systems are in place for consistency across the whole school.

Curriculum, Assessment and Reporting are all areas that are continuing to grow and develop, particularly through the support of the Instructional Leader and Early Action for Success, as well as our QSST allocation. Teaching and Learning programs are clear and consistent and have been developed collaboratively across the stages. Units of Work and lessons are differentiated and demonstrated through Personalised Learning Support Plans, with an opportunity to grow following analysis and reflection of the NCCD process.

Student Performance Measures has been identified as an area for growth, with significant work required to ensure our students are consistently performing at high levels on external and internal school performance measures and ensuring equity gaps are closing.

The results of this process indicated that in the School Excellence Framework domain of Teaching, GIPS is rated as Sustaining and Growing in the elements of Effective Classroom Practice and Professional Standards. GIPS are rated as Working Towards Delivering in the element of Data Skills and Use and Delivering in the element of Learning and Development.

The domain of Teaching is an area for growth at GIPS, as indicated in the 2018–2020 School Plan, Strategic Direction 2: Excellence in Teaching.

Our commitment to Effective Classroom Practice is verified in a number of sets of evidence, including Learning and Support, Wellbeing, Professional Learning and Systems and Practices. GIPS staff are currently undertaking training in Visible Learning – What Works Best, which involves identifying and implementing explicit teaching methods. There is a significant amount of collaboration that is undertaken within the stages, particularly in Early Stage One / Stage One. Curriculum knowledge and data is regularly shared during team planning meetings with the Instructional Leader. Scope and Sequences and Program Proformas have also developed consistency for Teachers and the implementation of Positive Behaviour for Learning (PBL) has introduced a school wide approach to effective and positive classroom and playground management.

With all Teachers being accredited and required to undertake Professional Learning, a number of systems have been put in place to ensure all staff demonstrate a personal responsibility for maintaining and developing their professional standards. The Australian Professional Standards are used by all Teachers to develop their Performance and Development Plans and reflect on their practice. A number of opportunities for Professional Learning are related to literacy and numeracy, ensuring all Teachers are proficient in teaching literacy and numeracy.

The results of this process indicated that in the School Excellence Framework domain of Leading, GIPS is rated as Sustaining and Growing in all four elements; Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes.

GIPS has a significant number of systems and processes in place to ensure all school resources and facilities are used to their maximum potential. This includes utilising school funding to work towards a long term strategic goal of a Multi-Purpose Court being completed in 2018.

The implementation of syllabuses and associated assessment and reporting is of high importance at GIPS, with all processes meeting NESA and Department of Education requirements. All staff, teaching and non-teaching, seek to improve their performances through Performance Development Plans. Working with the community is an area that GIPS has significantly improved in over the past number of years. Positive community engagement is important to us and ensuring feedback is solicited and acted upon is of utmost importance.

The accessibility of school resources at GIPS ensures all resources are used strategically to achieve the best student outcomes and to provide high quality service delivery. Non-teaching staff are engaged to undertake non-educational administrative tasks and all staff use technology to streamline the administrative practices of GIPS. This is evidenced through the use of SENTRAL. We have a significant amount of technology that is available to staff and used expertly by Teachers. We open our school facilities to the wider community and this benefits our students. This is outlined clearly in the evidence set Community Connections.

Our self-assessment and the external validation 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

### Excellence in Teaching and Learning

#### Purpose

To create a stimulating and engaging learning environment that is underpinned by high expectations and teaching practices that are flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

#### Overall summary of progress

Analysis of Best Start Kindergarten Assessment, NAPLAN, class and stage assessments and the use of the National Literacy and Numeracy progresses are utilised to develop teaching and learning programs.

Under the guidance of the Instructional Leader (Early Action for Success) Kindergarten to Year 2 staff developed their knowledge, skills and understanding of the use of PLAN 2 to record student data.

Students were engaged in a wide variety of learning experiences, including Creative and Performing Arts programs to develop their ability in a range of Key Learning Areas.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)                         | Funds Expended<br>(Resources)  | Progress achieved this year  |
|---|--|--|
| Data is analysed collaboratively to drive future learning in the classroom.   | Equity Funding<br>Professional Learning Funding<br>Beginning Teacher Funding<br>Quality Teaching<br>Successful Student Funding | Best Start Kindergarten Assessment Data, classroom and stage based assessment data collected as baseline data and student results discussed collaboratively, used to guide teaching and learning programs.   |
| All staff make use of the learning progressions and PLAN2                     | Equity Funding<br>Professional Learning Funding<br>Beginning Teacher Funding<br>Quality Teaching<br>Successful Student Funding | Under the guidance of the Early Action for Success Instructional Leader, and Assistant Principals, staff received professional learning in the use of Learning Progressions as a tool to collect data to guide teaching and learning programs and to track student learning. |
| Instructional Rounds will provide the data to inform teaching                 | Equity Funding<br>Professional Learning Funding<br>Beginning Teacher Funding<br>Quality Teaching<br>Successful Student Funding | Staff participated in Instructional Rounds, early stages, to gain professional experience in the use of this practice to inform teaching.  |
| School wide approach to Creative and Performing Arts and Gifted and Talented. | Equity Funding<br>Professional Learning Funding<br>Low Socio–Economic Funding  | The school band and choir practiced regularly with the support of NECOM, individual tutors and teaching staff. The choir performed at various community and school events.   |

#### Next Steps

Focus for 2019:

- All teaching programs are data based and differentiated to meet individual student learning needs. Learning goals for all students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data, including the use of PLAN2 to record student progress.
- An increase in the number of students in the top two bands of NAPLAN in the areas of Reading and Numeracy.

## Strategic Direction 2

### Excellence in Leading

#### Purpose

To develop a whole school culture that demonstrates school wide responsibility for a proactive and collaborative learning environment.

To improve staff and student leadership, social and emotional well-being within a positive school culture.

#### Overall summary of progress

Positive Behaviour for Learning (PBL) continues to be a focus for Glen Innes Public School. Throughout 2018 the continued implementation of PBL in the playground and classroom settings has had a positive effect on student wellbeing.

Throughout 2018 students who required behaviour support have been supported by the Learning and Support Team.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)   | Progress achieved this year  |
|--|---|--|
| Implementation of a whole school approach to well-being with clearly defined behavioural expectations that create a positive teaching and learning environment through PBL values. | Equity Funding<br>Professional Learning Funding<br>Beginning Teacher Funding<br>Quality Teaching Successful Student Funding<br>Low Socio-economic Funding | Continued implementation of PBL systems and approaches have seen the use of consistent wellbeing language used by all staff and students. Students are rewarded for positive behaviour with the use of GI awards each week. PBL assemblies each week are used as a tool to teach school expectations.  |
| Reduction in suspensions resulting from a whole school dedicated focus on student well-being.  | Equity Funding<br>Low Socio-economic Funding<br>Low Level Adjustment for Disability   | Focus on Positive Behaviour for Learning (PBL) has seen an increase in student positive behaviour. Students who display negative behaviours were closely monitored by the classroom teacher, Assistant Principal and Principal. With strategies and plans developed with the student, parent/carer, and Learning Support Team to address concerns. |

#### Next Steps

Focus for 2019:

- Implementation of a whole school approach to wellbeing with clearly defined behavioural expectations that create a positive teaching and learning environment through PBL values. This will be supported through the continued review and implementation of PBL processes embedded across the whole school, and wellbeing practices such as Transition programs for Kindergarten, Year 3 and Year 6.

## Strategic Direction 3

### Effective Communications and Connections

#### Purpose

To increase community participation in wellbeing, family partnerships and school leadership projects so that our students grow into confident, creative and resilient global citizens.

#### Overall summary of progress

Throughout 2018 community participation in all aspects of school has continued to be a focus. Parents/carers and community members have enjoyed attending various Creative and Performing Arts performance held at the school, in the local community and at other venues. A large number of parents/carers have supported their children at sporting events at local, regional and state levels.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year  |
|---|--|--|
| Community members are involved in all aspects of school life including CAPA, G&T, Well-being and PBL.             | Equity Funding<br><br>Low Socio-Economic Funding   | During 2018 students have participated in many community events in which large numbers of parents/carers and community members have attended. This is in addition to school events held each term in which parents/carers are invited to attend. |
| Increased number of students rewarded and acknowledged through PBL.   | Equity Funding<br><br>Low Socio-Economic Funding   | PBL assemblies continue to be held each Monday to recognise student positive behaviours. PBL reward sessions are conducted at the end of each semester.  |
| All staff work collaboratively within the learning community to share achievements and academic outcomes increase | Equity Funding<br><br>Professional Learning Funding<br><br>Beginning Teacher Funding<br><br>Quality Teaching<br>Successful Student Funding | Through stage meetings and whole staff meetings staff have developed their knowledge, skills and understanding of student learning and the importance of school and family connections.  |

#### Next Steps

Focus in 2019:

- Increased student parent/carer and community attendance at assemblies, community and other events.
- Improvements in communication systems within the school and with the school community.
- Development of strong partnerships within educational communities to facilitate enhanced learning opportunities for staff and students.

| Key Initiatives                                     | Resources (annual)   | Impact achieved this year  |
|---|--|--|
| <b>Aboriginal background loading</b>                | <ul style="list-style-type: none"> <li>Aboriginal background loading (\$90 350.00)</li> </ul>  | Attendance data, Review of PLSPs, Feedback from Aboriginal Elders at morning teas, TTFM data indicates that milestones have been achieved.                   |
| <b>English language proficiency</b>                 | <ul style="list-style-type: none"> <li>English Language Proficiency \$1938</li> </ul>  | Resources were purchased and students supported in classrooms.   |
| <b>Low level adjustment for disability</b>          | <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$256 226.00)</li> </ul>   | Increased student outcomes, improved attendance and levels of engagement. Monitored through SENTRAL data – reduced wellbeing entries                         |
| <b>Quality Teaching, Successful Students (QTSS)</b> | <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students funding enabled Assistant Principals to focus on the development of staff professional learning in conjunction with the Instructional Leader – Early Action for Success.</li> </ul> | Staff participation in professional learning is directly related to improvement of student outcomes. All staff are accredited inline with NESA requirements. |
| <b>Socio-economic background</b>                    | <ul style="list-style-type: none"> <li>Socio-economic background \$342 233</li> </ul>  | Students are given equal opportunity to participate in all school activities regardless of socio-economic background.  |
| <b>Support for beginning teachers</b>               | <ul style="list-style-type: none"> <li>Support for Beginning Teachers \$4 164</li> </ul>   | Feedback from beginning teachers identify the value in additional time and support.  |





## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 210        | 209  | 216  | 217  |
| Girls    | 187        | 164  | 158  | 166  |

In 2018, Glen Innes Public School had an enrolment of 383 students. This consisted of 69 students who identify from an Aboriginal or Torres Strait Islander background. This represents 18% of the school population. Enrolments from 2015–2018 have remained consistently between 350–390 students.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 91.1 | 93   | 93.5 | 92.1 |
| 1         | 90.3 | 90.9 | 92.9 | 90.6 |
| 2         | 91.8 | 91   | 93.8 | 91.2 |
| 3         | 91   | 89.1 | 92.2 | 90.8 |
| 4         | 93   | 90.7 | 90   | 90.6 |
| 5         | 92.2 | 92   | 90.8 | 89.4 |
| 6         | 90.2 | 91.5 | 89.1 | 88.4 |
| All Years | 91.4 | 91.1 | 91.6 | 90.3 |
| State DoE |      |      |      |      |
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 94.4 | 94.4 | 94.4 | 93.8 |
| 1         | 93.8 | 93.9 | 93.8 | 93.4 |
| 2         | 94   | 94.1 | 94   | 93.5 |
| 3         | 94.1 | 94.2 | 94.1 | 93.6 |
| 4         | 94   | 93.9 | 93.9 | 93.4 |
| 5         | 94   | 93.9 | 93.8 | 93.2 |
| 6         | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94   | 94   | 93.9 | 93.4 |

### Management of non-attendance

The school attendance rate for 2018 of 90.30% is below the stage average of 93.40%. Student non-attendance is closely monitored by School Administration Officers and the Principal. Students who are absent from school for 2 days or more are contacted by the school. Students with attendance concerns are referred to the Home School Liaison

Officer.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Assistant Principal(s)                  | 4     |
| Classroom Teacher(s)                    | 14.33 |
| Teacher of Reading Recovery             | 0.42  |
| Learning and Support Teacher(s)         | 1.7   |
| Teacher Librarian                       | 0.8   |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 5.22  |

\*Full Time Equivalent

Glen Innes Public School has several staff that identify as being of Aboriginal or Torres Strait Islander background. The school employs an Aboriginal Education Officer (AEO) to support our Aboriginal students.

Additional teaching staff, administration staff and Student Learning Support Officers are employed to support student learning and wellbeing.

### 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 essential professional learning throughout 2018. All professional learning was aimed at meeting mandatory requirements, improving student outcomes and building the capacity of staff.

Two staff members attended training with John Hattie around the concept of Visible Learning. Aspects of this concept were introduced to all staff over the remainder of the year, with all classrooms having learning intentions and success criteria visible to students. Students are also exposed to quality examples of what they are expected to achieve. Staff also worked on the

importance of feedback and have implemented this into their classrooms.

Three staff members were involved in Building Numeracy Leadership throughout the year. They introduced staff to aspects of this training during staff meetings and development days. This was an initiative provided by the Early Action For Success team.

All staff completed the mandatory Code of Conduct, Child Protection, Corruption Prevention, CPR and Anaphylaxis training. They also participated in training related to learning progressions, external validation, road safety, teaching students who have experienced trauma, Live Life Well at School, teaching boys in the 21st Century, policies and procedures and PBL. Teaching staff were also provided with an introduction to the new Science and Technology syllabus.

Two staff members completed training in Phase 1 of Focus on Reading, providing them with the common language used across the primary classes. Two stage 1 teachers completed the L3: Language, Learning and Literacy ongoing training and 1 staff member commenced L3 Stage 1 training.

One temporary teacher completed accreditation at proficient level.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 241,008                 |
| <b>Revenue</b>                        | 4,523,802               |
| Appropriation                         | 4,428,561               |
| Sale of Goods and Services            | 2,280                   |
| Grants and Contributions              | 89,424                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 3,538                   |
| <b>Expenses</b>                       | -4,303,549              |
| Recurrent Expenses                    | -4,303,549              |
| Employee Related                      | -3,803,663              |
| Operating Expenses                    | -499,886                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 220,254                 |
| <b>Balance Carried Forward</b>        | 461,262                 |

The School Administration Manager works closely with the Principal to ensure school funds are utilised to provide staffing and resources required to meet the needs of all students.

### Financial summary equity funding

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

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 2,605,957               |
| Base Per Capita       | 73,152                  |
| Base Location         | 75,318                  |
| Other Base            | 2,457,488               |
| <b>Equity Total</b>   | 690,747                 |
| Equity Aboriginal     | 90,350                  |
| Equity Socio economic | 342,233                 |
| Equity Language       | 1,938                   |
| Equity Disability     | 256,226                 |
| <b>Targeted Total</b> | 282,760                 |
| <b>Other Total</b>    | 561,443                 |
| <b>Grand Total</b>    | 4,140,907               |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

#### Year 3 – Reading

Results indicate a slight decrease in students achieving in Band 6 from 11% to 8%, an increase in students achieving Band 5 from 11% to 19%, and an increase in students achieving Band 4 from 13% to 19%. Overall, 2018 results saw an increase of 11% of students achieving in the top 3 Bands of Reading with 46% compared to 35% in 2017.

#### Year 5 – Reading

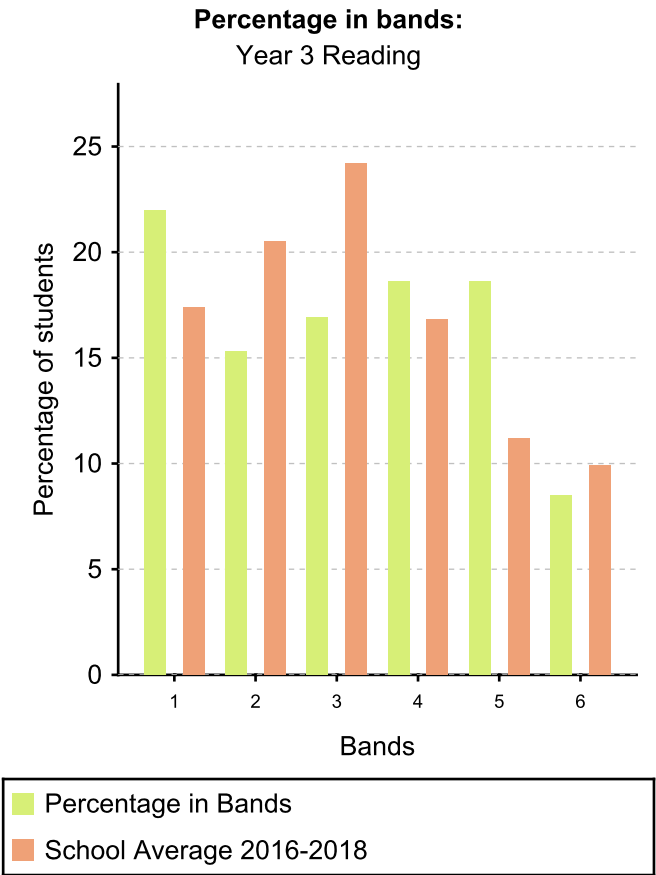
Results indicate an increase in students achieving in Band 8 with 4% of students achieving this top Band. In 2017, no students achieved this Band. 2018 also saw an increase in students achieving Band 7 from 11% to 13%, and decrease in students achieving Band 6 from 22% to 15%. Overall, 2018 results saw a minimal increase of 1% of students achieving in the top 3 Bands of Reading with 32% achieving the top 3 Bands compared to 33% in 2017.

#### Year 3 – Writing

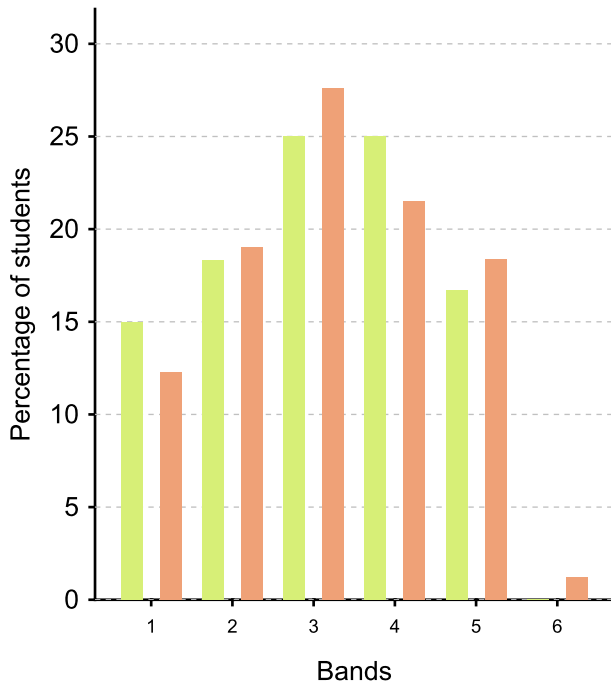
Results indicate a minimal decrease in students achieving Band 5 from 18% to 17%, and an increase in students achieving Band 4 from 18% to 25%. Overall, 2018 results saw an increase of 6% of students achieving in the top 3 Bands of Reading with 42% compared to 36% in 2017.

### Year 5 – Writing

Results indicate a slight increase in students achieving in Band 8 with 2% of students achieving this top Band. In 2017 and 2016, no students achieved this Band. 2018 also saw an increase in students achieving Band 6 from 9% to 14%. Overall, 2018 results saw an increase of 7% of students achieving in the top 3 Bands of Writing with 16% achieving the top 3 Bands compared to 9% in 2017. Results indicate that more than 50% of students achieved in the middle 3 Bands of Writing in 2018.

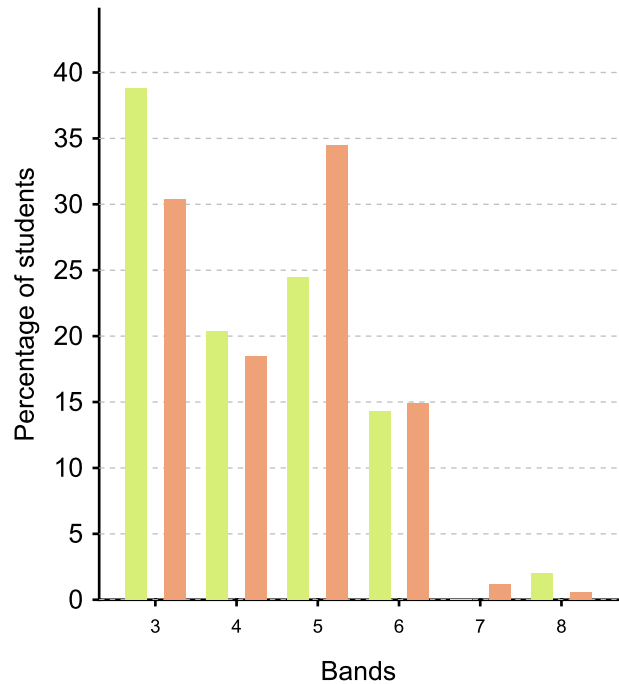


**Percentage in bands:**  
Year 3 Writing



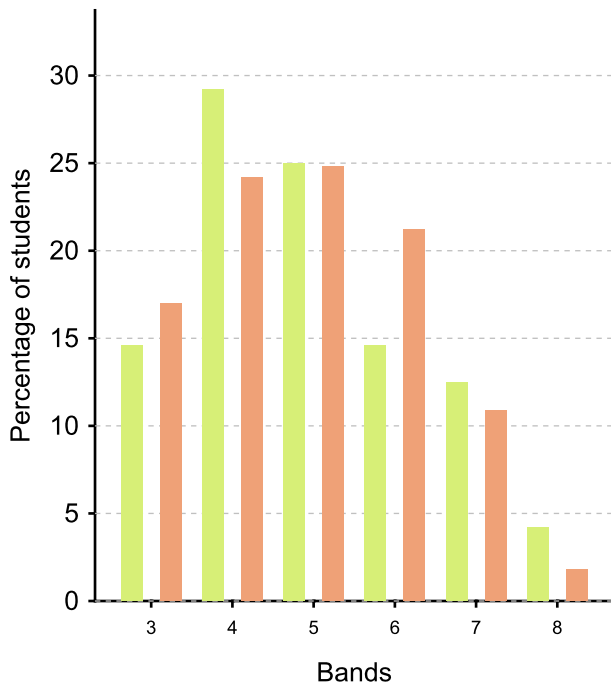
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

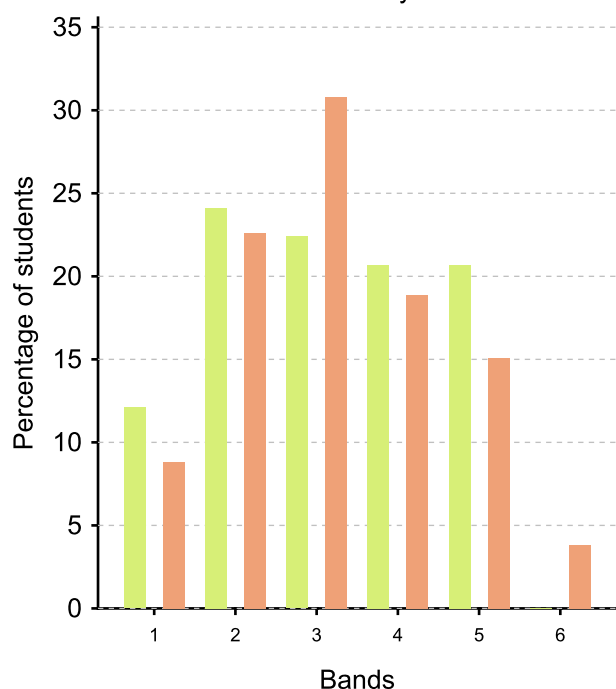
### Year 3 – Numeracy

Results indicate an increase in students achieving in Band 5 from 13% to 21%, and an increase in students achieving Band 4 from 28% to 21%. Overall, 2018 results saw a minimal increase of 1% of students achieving in the top 3 Bands of Numeracy with 42% compared to 41% in 2017.

### Year 5 – Numeracy

Results indicate a slight increase in students achieving in Band 8 with 4% of students achieving this top Band. In 2017, no students achieved this Band. 2018 also saw an increase in students achieving Band 7 from 2% to 10%, and decrease in students achieving Band 6 from 23% to 16%. Overall, 2018 results saw an increase of 5% of students achieving in the top 3 Bands of Numeracy with 30% achieving the top 3 Bands compared to 35% in 2017.

**Percentage in bands:**  
Year 3 Numeracy



In 2018, 27% of Year 3 students achieved results in the top 2 Bands of Reading, compared to 22% in 2017. This is an increase of 5%.

### Year 5 – Reading

In 2018, 17% of Year 5 students achieved results in the top 2 Bands of Reading, compared to 11% in 2017. This is an increase of 6%.

### Year 3 – Numeracy

In 2018, 21% of Year 3 students achieved results in the top 2 Bands of Numeracy, compared to 13% in 2017. This is an increase of 8%.

### Year 5 – Numeracy

In 2018, 14% of Year 5 students achieved results in the top 2 Bands of Numeracy, compared to 2% in 2017. This is an increase of 12%.

### Year 3 – Aboriginal student achievement

In 2018, 19% of Year 3 Aboriginal students achieved results in the top 2 Bands of Grammar and Punctuation, no students achieved in these Bands in 2017.

In 2018, 20% of Year 3 Aboriginal students achieved results in the top 2 Bands of Reading, no students achieved in these Bands in 2017.

In 2018, 25% of Year 3 Aboriginal students achieved results in the top 2 Bands of Spelling, compared to 17% of students who achieved Band 5 in 2017. No students achieving Band 6 in 2017 compared to 6% in 2018.

In 2018, 32% of Year 3 Aboriginal students achieved results in the top 2 Bands of Writing. No students achieved in the top two Bands in 2017.

In 2018, 16% of Year 3 Aboriginal students achieved results in the top 2 Bands of Numeracy. No students achieved in the top two Bands in 2017.

### Year 5 – Aboriginal student achievement

In 2018, 8% of Year 5 Aboriginal students achieved results in the top 2 Bands of Grammar and Punctuation, no students achieved in these Bands in 2017.

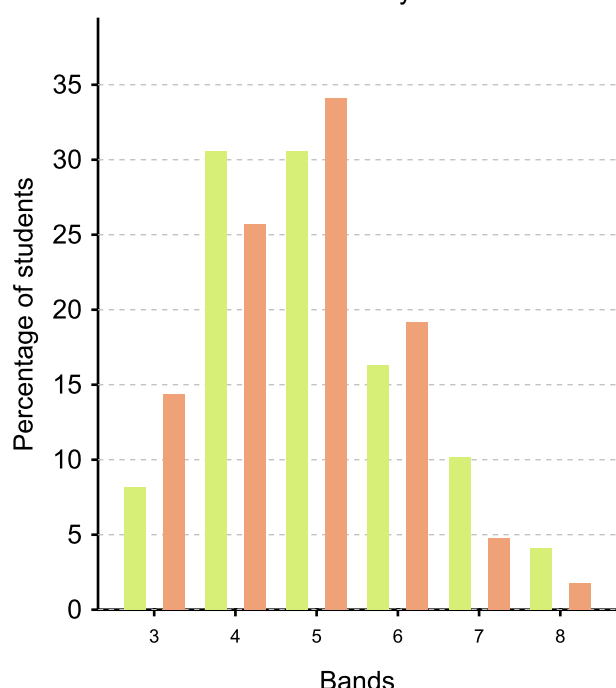
In 2018, 9% of Year 5 Aboriginal students achieved results in the top 2 Bands of Reading, no students achieved in these Bands in 2017.

In 2018, 25% of Year 5 Aboriginal students achieved results in the top 2 Bands of Spelling, compared to 26% of students who achieved these Bands in 2017.

In 2018, 17% of Year 5 Aboriginal students achieved results in the top 2 Bands of Writing, compared to 51% of students who achieved these Bands in 2017.

In 2018, 16% of Year 5 Aboriginal students achieved results in the top 2 Bands of Numeracy. No students achieved in the top two Bands in 2017.

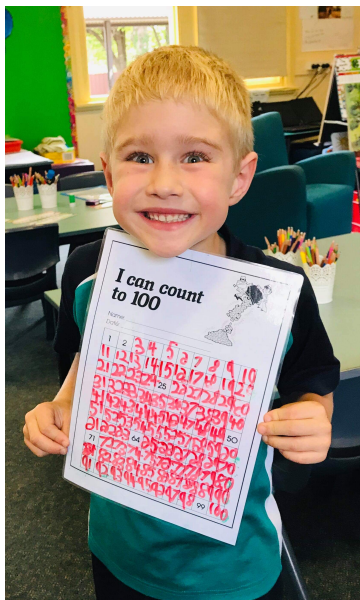
**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

### Year 3 – Reading





## Parent/caregiver, student, teacher satisfaction

In 2018, 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.

89% of students in years 4–6 indicated they participated in school sports and 55% indicated they participated in extra curricular activities. 76% of students felt accepted and valued by their peers and others at school and 82% of students felt they had someone at school they trusted and who encouraged them to make positive choices. 93% of students indicated they believe that schooling is useful in their everyday lives and will have a strong bearing on their future.

Students in year 4–6 were also provided an opportunity to give feedback on the new playground equipment provided by the P&C so improvements can be made reflective of the input from the students. Unfortunately only a small percentage of our parent population chose to participate in the Tell Them From Me surveys with 32 parents taking part, offering feedback on the school environment and learning opportunities provided to their children. 73% of parents responding were involved in a school committee and 78% of respondents had attended two or more meetings throughout the year.

Parents were surveyed on what they felt was useful communication in the school with 79% feeling informal meetings were the most useful. 89% of families indicated the school's use of social media was the most useful when communicating school news. Parents indicated the school's administration staff were helpful and feel that school staff take an active role in making sure all students are included 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 18% of the school population who identify as Aboriginal Torres Strait Islander (ATSI) background. The school employs a full time Aboriginal Education Officer who works closely with classroom teachers to support Aboriginal students.

In 2018, performances of our Aboriginal Girls Dance group, for both Aboriginal and non-Aboriginal students continued. The girl's group were able to perform at a series of events and will continue to learn more in future years.

The 2018 NAIDOC Day was a great success in enabling all students to engage in cultural based activities to further enhance their knowledge and understanding of Aboriginal culture, language and heritage.

The Aboriginal Homework Centre, run in conjunction with Glen Innes High School continued in 2018. 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.

10 students from GIPS went to Lake Keepit 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.

Cultural Camp was reintroduced in 2018, held at The Willows for students in Year 3–6. This was a great success and will continue to be a focus for 2019 and beyond. In 2018 this camp was attended by 32 students. In 2019 Glen Innes Public School will introduce a Cultural Day for K–2 Aboriginal students and provide Cultural Awareness Training for staff. Both events will be held in conjunction with the Local Lands Council and conducted at The Willows.

Karen Potter, AEO

## Multicultural and anti-racism education

In 2018 Glen Innes Public School had 3% of the school population identified as a language background other than English. There are currently five trained Anti-Racism Contact Officers (ARCO's) at Glen Innes Public School, who work with the Principal to manage any racism issues if and when they arise in addition to ensuring a proactive approach to anti-racism through specific programs and curriculum implementation to provide a harmonious environment for all staff, students and the school community.

Glen Innes Public 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 2018 the country of study was Estonia. 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.