Glen Innes High School
Annual School Report 2014
School context statement

Glen Innes High is a comprehensive co-educational government school providing educational opportunities to 490 students in a diverse rural setting.

Approximately 9.6% of our students are of Aboriginal background.

Glen Innes is situated in the Northern Tablelands, 100 kilometres from Armidale.

The school has forged strong links with the community through numerous student traineeships and school based apprenticeships and informal partnerships. A very active Parents and Citizens Association supports the school. There are close links with Rotary and Lions Clubs within the town.

Principal’s Message

Glen Innes High School has had another outstanding year.

The Trade Training Centre has now had two years of operation; and our commercial kitchen, Metals Workshop and Construction workshop have reinforced the strong Vocational Education and Training programs operating at our school. With the Language centre, and refurbished science laboratories we are well set up in infrastructure for the future. Technologically with interactive whiteboards and updated computer laboratories as well as a number of class sets of laptops in our classrooms we are truly a 21st century school.

Our High School serves the entire Glen Innes community by offering every student the opportunity to reach their full potential in any field of endeavour, be it academic, sporting, technical, vocational, creative or performing arts. We also seek to develop the whole person, encouraging students to contribute to our community through Red Cross, Rotary, Lions, ANZAC commemorations, Duke of Edinburgh, volunteer, citizenship and leadership programs. Our year 8, for example, raised $900 for UNICEF and our Year 12 over $2000 for Careflight.

Year after year, this high school produces award-winning results across the full range of subjects, and 2014 is shaping up to be no different. Glen Innes High School students have, this year, excelled in every field of endeavour. Successes such as:

- Multiple top-performing (Band 6) HSC results in 2013 in English Extension, Maths Extension, Ancient History, Music and Biology subjects. Students can be accelerated in Mathematics to sit HSC exams as early as Years 9-10, enabling them to devote more focus to other subjects in Years 11-12.

- We entered the Science and Engineering Challenge for a NSW record-equalling 5th consecutive year.

- Our teams have reached regional, CHS and State levels in athletics, cross-country, cricket, swimming and netball. In 2014 we fielded the largest ever regional athletic squad of up to 40 students.

- The Rugby League team made the top 8 in NSW last year and many past top players have gained professional Under-20s contracts and gained qualifications in Exercise Science.

- For an incredible second year running, we have had two students qualify for the World Athletics Championships in Canada.

- We were awarded Champion and second place in Northern Schools Prime Lamb Competition, and was one of only 4 schools in NSW to be selected for participation in a trial for the Australian Pork Expo on the Gold Coast. We have a champion cattle judge from ECCA.

- We are the number 1 school in NSW for students entering State Drama Camp with 3 students chosen this year.
- Our Senior Dancers passed a gruelling qualification process to be selected for NSW State Dance troupe.

- We featured in Art Express for the best of the 2013 HSC and were awarded New England’s Most Outstanding School for Art in 2014.

- We had a Regional Training Awards Nominee for best school-based apprentice.

- Our students were published in English story contests ‘Write4fun’.

- Our Years 8-10 chess and debating teams are making an impact around the New England region. Our debating team out of 413 teams in the Premier’s debating competition made it to the state finals where we were one of the last ten teams left standing.

- Our Year 9 Japanese class won a Best cinematography in a National Competition with the Japan Foundation video festival.

These are just a few of our successes.

Our graduates and school-based apprentices are in strong demand, with every graduate of the Class of 2013 receiving offers of university entrance, a traineeship, a TAFE course or direct employment. In fact, by the time they sat down to do their first HSC exam, every Year 12 student who was seeking university entrance had already secured an offer of early entry. One of our students gained a first round offer of medicine – she is the second such student in my time here.

Glen Innes High School has also been supported this year by the NSW and Federal government ‘Gonski’ schools funding program, which has made additional resources available to assist Indigenous students and the wider school community. We have funded welfare programs; targeted programs such as RAGE and Muscles to Men; gifted and talented programs such as our Rugby League program; literacy and numeracy programs; teachers’ aides for students who need them and an intervention reengagement class, to name some of our strategies. As a school without Gonski funding we could not afford any of these programs to overcome isolation and socio economic disadvantage – before Gonski we could have only funded our key learning areas each for about $2000. With Gonski we can begin to tailor and deliver real change for many of our students and next year this process will continue with the delivery of many innovative programs through receipt of a greater amount of funding. Gonski has made an immense difference to educational outcomes for many students at this school.

This High School’s ethos is to offer students the full range of opportunities to achieve – we are a comprehensive rural public school that proves each year that we can compete with and often excel the best students in the state every year with our external testing results.

We are a successful rural school for a number of reasons. We have well trained, subject matter experts as teachers here who teach with passion and dedication and who know how to teach as well as what to teach and publicly here I would like to congratulate and thank them for their efforts – we spend time, effort and money to ensure that our teachers remain well trained and passionate.

We have an excellent group of students who embrace the opportunities given to them and their achievements are on show here today. I would also like to congratulate them.

We also continue to provide a strong welfare program to support students fully with their learning especially when disadvantage in our society continues to be a major obstacle for student engagement and success. We continue to provide a variety of other non-core curriculum activities to strengthen our regular curriculum so that students can be encouraged to their full potential – this is essential in a small community where often the school remains one of the central focuses for the provision of opportunities.

In 2015 the school is establishing a Multi Categorical class which should help to address the individual needs of some of our students. In addition we will continue with our reengagement class funded out of Gonski to help this process of tailoring education delivery to individual needs.

The school enters into a new three year planning cycle in 2015 and the strategic directions of this plan will centre around ensuring teacher quality and high student achievement.

I take this opportunity to congratulate publicly the dedicated, very hardworking teachers, teachers aides, and administrative staff we have at our school for their immense efforts this year –
they have certainly gone well above and well beyond in their service to the students of this town. The Glen Innes community is very fortunate to have their services.

I would also like to thank our very dedicated group of Parents and Citizens who have supported me and the school this year. We have a revitalised P and C for next year and I look forward to working with them and their new President.

I would also like to thank all the parents who have worked so hard this year with the school to ensure that the education of their children has been such a success. Glen High is only successful because of the support we have from parents – education of your students is very much a partnership – there is no success without mutual support.

I would also like to publicly farewell Mrs Glenda Crosby and Mr Clem Doyle. These two teachers are retiring after many years of dedication to the education of students at this school. I thank them on behalf of all of the students whose lives they have had an impact on over many years and wish them well in their retirement.

Mike Gray
Principal

Student information

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

Student enrolment profile

Due to difficult times in the local rural economy with the ongoing drought some families have left the district and this has impacted on our total enrolments.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>276</td>
<td>284</td>
<td>276</td>
<td>259</td>
<td>258</td>
<td>272</td>
<td>254</td>
</tr>
<tr>
<td>Female</td>
<td>264</td>
<td>266</td>
<td>281</td>
<td>261</td>
<td>252</td>
<td>236</td>
<td>246</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance continues to be a focus of the school with SLSOs following up attendance of all students each day and with innovative programs such as our engagement class helping motivate students to stay at school. The new MC class next year should also help with a small group of unmotivated students.

Post-school destinations

- Year 11 started with 102 students. 32 students either transferred or withdrew
from HSC Preliminary for the reasons listed above. On a positive note, out of those 32 students 15 students left to start employment.

- Year 12 started with 75 students. 14 students either transferred or withdrew from the HSC to enrol in TAFE, start new employment etc. By the end of the year 36% of our students had entered employment and 27% accepted or deferred entry into university.

**Year 12 students undertaking vocational or trade training**

In 2014 we had 65% of students studying one or more of the 10 subjects offered at either Glen Innes High School, TAFE New England or outside RTOs. Those being Automotive (TAFE), Construction, Entertainment, Fitness (TAFE – taught at school), Hospitality, Metals and engineering (shared teaching with TAFE), Primary Industries, Retail (TAFE, outside RTOs), Business Services (TAFE) and Information digital technology.

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

Out of the 67 students enrolled 63 students (94%) achieved their HSC. 2 students (3%) received vocational educational qualification (only) in Community Services and Retail. 1 student (1.5%) is currently on a pathways program and will finish her HSC at the end of 2015. 1 student (1.5%) enrolled however did not achieve the course requirements to receive a HSC.

**Workforce information**

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

**Workforce composition**

There were 49.9 staff members at GIHS in 2014 including 7.8 SASS staff and 7 HTs. One HT was on secondment in a relieving DP position for 2014.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There was one full time Aboriginal teacher and one fulltime Aboriginal SASS person employed at GIHS in 2014. Additionally a member of the Ngooarabul language group was employed by the school to teach an Aboriginal Language to junior students

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Teacher Professional Learning funding in the 13/14 year was used in the following areas: Beginning Teachers – 10%; Use of ICT and DER 5%; Quality Teaching 40%; Literacy and Numeracy 7%; Syllabus Implementation 8%; Leadership and Career Development 20%; Welfare and Equity 5% and Other 25%.

Beginning Teacher, Quality Teaching, Use of Technology and Leadership are areas that continue to provide a focus through provision of training opportunities and further funding in 2015.

**Beginning Teachers**

GIHS had one Maths beginning teacher appointed in 2014 and another Art teacher (a long term casual) appointed in the middle of the year. Both these teachers used Beginning Teacher funding to have mentors released to assist them in professional accreditation and to achieve professional competency for the award of a teaching certificate. Both teachers had reduced teaching loads to also assist this process and also attended a number of beginning teacher professional development days.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>1083413.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>396248.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>489246.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>130990.08</td>
</tr>
<tr>
<td>Interest</td>
<td>30943.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>26239.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2157080.81</td>
</tr>
</tbody>
</table>

| **Expenditure**            |          |
| Teaching & learning        |          |
| Key learning areas         | 40939.52  |
| Excursions                 | 28332.20  |
| Extracurricular dissections| 43466.89  |
| Library                    | 9020.81   |
| Training & development     | 3762.40   |
| Tied funds                 | 592669.73 |
| Casual relief teachers     | 75238.87  |
| Administration & office    | 82194.66  |
| School-operated canteen    | 0.00      |
| Utilities                  | 108361.38 |
| Maintenance                | 9366.31   |
| Trust accounts             | 27199.73  |
| Capital programs           | 15924.49  |
| **Total expenditure**      | 1036476.99|
| **Balance carried forward**| 1120603.82|

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Positive Behaviour For Learning Program

Since Positive Behaviour for Learning began term 4 2012, overall behavioral referrals halved, indicating student more regularly displaying the school values of Respect, Responsibility and Diligence in all settings across the school. PBL focused on lessons for punctuality, completing work, wearing uniform and using respectful language in the classroom. 136 students were presented with Gold Awards in a Gold Award ceremony where students were recognized for being responsible, respectful and diligent students on a regular basis, achieving 1000 Vivo Miles points over a year. Most students had family attend the ceremony, followed by a very successful morning tea. PBL remains a priority for the school through 2015 and beyond.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

<table>
<thead>
<tr>
<th>Course</th>
<th>2014 School</th>
<th>School Average 2010-2014</th>
<th>DEC 2014</th>
<th>DEC 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and Technology</td>
<td>66.9</td>
<td>67.8</td>
<td>N/A</td>
<td>71.8</td>
</tr>
<tr>
<td>Drama</td>
<td>76.0</td>
<td>73.7</td>
<td>72.9</td>
<td>75.6</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>67.8</td>
<td>67.0</td>
<td>64.7</td>
<td>65.9</td>
</tr>
<tr>
<td>Mathematics General 2</td>
<td>65.1</td>
<td>65.1</td>
<td>61.6</td>
<td>65.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>68.3</td>
<td>70.3</td>
<td>68.3</td>
<td>77.3</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>71.7</td>
<td>74.6</td>
<td>66.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>
60 students sat for various subjects in the HSC. Their results reflect the tremendous work and effort that has gone into individual study as well as the dedicated efforts of the experienced teachers of this school. For more details on the school’s results generally please refer any inquiries to the Principal. Individual results are of course private but general results for any subject area are available for scrutiny as required.

Other achievements

HSIE Report 2014

The HSIE faculty once again had a very successful and full year in 2014. Students undertook study in the following areas; Geography Stage 4, 5 and 6, History Stage 4, 5 and Stage 6 Ancient and Modern History, Stage 5 Commerce, Stage 6 Legal Studies, Stage 6 aboriginal studies and Stage 6 Society and Culture.

Students undertook many additional learning opportunities throughout the year. Stage 6 History students attended a HSC History Study day in Coffs harbour at the University. Stage 6 Geography Students combined with students studying Biology at Glen Innes High and students studying Geography and Biology at Tenterfield High in order to complete their major fieldwork studies, utilising specialist skill sets of teachers. The students travelled to Coffs Harbour and completed two laboratory sessions with staff from the national Maritime research centre. From there they had an enjoyable night’s stay before a morning paddling and studying intertidal wetlands and estuaries.

Later in the year the students also visited a local Winery as part of their study of viticulture, the benefit of these opportunities outside the classroom is extremely beneficial and reflects the close community involvement of our school and students.

Year Ten Geography also undertook fieldwork at Coffs harbour looking at Coastal Management and Dune ecology as part of a larger whole year excursion. A great time was had by all and this provided a great opportunity to extend students looking to study Biology or Geography in Stage 6.

Year Eight History students completed their site study at the Myall Creek memorial site and were very lucky to have presenters present who initiated the memorial itself. This field study is completed annually and has a huge impact on our students. The Aboriginal Studies class attended the official annual ceremony to represent their school, accompanied by their teacher who is a local Aboriginal Elder.

A class group from the Year Eight cohort took their learning outside of the classroom also by identifying inequality in the world related to globalisation and set out to raise money for other children in the world to receive resources for education through UNICEF. They held cake days, raffles and awareness raising activities, including a wear blue day. This is a great example of the active citizenship that is taught been implemented in a real life situation.

Commerce students had many guest speakers over the year, covering many real life topics from taxation to renting your own house. This is once again a great example of the close relationships that exist been our school and the community.
The stage 6 society and culture students travelled to the Brudehoff community as part of their cultural studies and were given a warm welcome. Some of our students struggled with leaving their technology behind but gained much from the day.

Stage Four Language students were extremely lucky to be able to participate in an Aboriginal language, Art and Drama rotation for 2014. In addition they participated in many Video conferences with schools in Korea and Japan. The school was also host to a Japanese educational assistance over this time and this was great as it doubled the speaking in the language classroom. Students also continued work on the Japanese garden, this will be a great learning space when completed.

I would like to thank the dedicated and hardworking HSIE staff for all of their hard work in providing the many additional learning activities for students in our subject area. Whilst this is not an exhaustive list of the additional learning activities provided by the faculty we are proud to provide such opportunities and look forward to an equally successful 2015.

Science and Agriculture Report 2014

In 2014 the Science faculty has continued to offer Stage 4 and Stage 5 Agriculture and Science, Stage 6 Agriculture, Biology, Chemistry and Physics. It has been a successful year in both the opportunities offered to students and the successes that they have achieved. Students again competed at the Sapphire City Science and Engineering Challenge, this year achieving second in the overall point score. Students were also given the opportunity to be involved in the Science Competition, Chemistry Competition and the UNE Science Investigation Awards. Students achieved distinctions and credits in these competitions.

Staff have been working to ensure the effective implementation of New National Curriculum into Stages 4 and 5. From the beginning of 2015 the implementation into these stages is complete. In Stage 6 there is both Year 11 and 12, Biology, Chemistry and Physics and an Agriculture class. Student selection of these subjects continues to be strong, with many of these students pursuing these areas in tertiary studies.
Stage 6 Physics and Chemistry students as well as some high achieving year 10 students enriched their learning of Chemistry and Physics with a visit to Sydney in late June. During this excursion students visited the National Maritime Museum, University of NSW, Powerhouse Museum, Sydney Observatory for a ‘special relativity’ lecture and viewing of astronomical features through their telescope, an inter-school visit with St Ives High School and the highlight of the excursion was the visit to ANSTO (Australian Nuclear Science and Technology Organisation). ANSTO is the organisation that runs Australia’s nuclear facility at Lucas Heights. Not only was this an amazing experience with constant thought provoking moments but at the same time as the visit, Mike Whitney and his Channel 7 film crew were there filming a segment for an episode of Sydney Weekender. The students relished the opportunity to work with the film crew and see behind the scenes of a television production. All these activities were extremely valuable to the students’ understanding of their subject areas. Community links were also highlighted, with a very generous donation from Mr Howard Eastwood which financially assisted the students attending the excursion.

Year 8 also had a very worthwhile and enjoyable excursion to the coast to study a marine environment and had the opportunity to study the changes in geology during the trip.

Agriculture continues to be very successful at Glen Innes High School and offer students a wide range of activities. In 2015 student selection of elective subjects have resulted in there being four Stage 5 Agriculture classes. Links between the school and the community are very strong with five steers being donated to the school, with another 4 on shared agreements.

We hosted and coordinated the very successful Northern Schools Prime Lamb competition as well as the Junior Judging Training Day for Northern Tablelands Schools, participated in Ag-Quip, attended cattle shows including the Brisbane Show and the Northern Schools cattle Show at Warralda, with a variety of ribbons won by both students and cattle.

Students participated in the Brisbane Show (EKKA) as well as the Glen Innes Show. Over $3000 dollars was raised by the students to assist with attendance at the Brisbane Show. Students gained second in the Schools Carcass Competition and seventh in the Teams Judging. Students were also very successful at the Glen Innes Show. In the Northern Schools Prime Lamb Competition students from Glen Innes High School were awarded first place in the Heavy and Medium Weight Pens, second in the Light Weight Pen and third in the Single Led Lamb and Champion Pen. In the Northern Schools Steer Competition, students were awarded several first places as well as Champion, Reserve Champion and Grand Champion.

Students performed well in the HSC with five band 5’s in Chemistry as well as Physics being above State average. Many of the students that studied these subjects intend to pursue tertiary courses in these areas.

The Science faculty looks forward to continuing to offer students a wide range of enriching activities and learning in 2015.

Mrs Leanne Newsome
Head Teacher Science

Maths Faculty 2014

A very successful year was had by the Maths Faculty in 2014.

Highlights include:

A small committed group sitting the Australian Maths Competition achieving 2 distinctions and 5 credits.

A successful continuation of our HSC Accelerated Maths program, with a class of students in year 11 successfully completing their HSC Mathematics and contributing heavily to the 16 Band 5 results that were achieved by this faculty. A year 10 student also successfully completed her HSC maths and achieved the highest individual result for the school in any subject. Most of these students are now doing their Extension 1 & Extension 2 Mathematics. The future looks very bright indeed with two further classes on their accelerated path.

This program is yielding great benefits to students right across the board and we have seen a dramatic shift in numbers of students taking the more rigorous and far more useful calculus based courses at the HSC level.

M Malone
Drama

Senior Drama had a very successful 2014 at Glen Innes High School. The students performed well in both the theory and practical components of the 2014 Drama H.S.C. exam, with the majority of the students once again achieving their highest result in Drama. Preparation for the H.S.C. class included a workshop at Belvoir Street Theatre and attending the OnStage performance at the Seymour Centre in Sydney. They also had two H.S.C. practical rehearsal performance nights including CAPA, where feedback gave them an opportunity to polish in preparation for the H.S.C. exam. Past Glen Innes High School Drama students from 2013 and 2012 also made themselves available to workshop with and mentor this years H.S.C. class. Since finishing the 2014 H.S.C., one student has successfully landed a lead role in a production of Cosi on the North Coast with others accepting placements in a variety of Tertiary courses. The Preliminary H.S.C. students were also involved in a number of practical performances in 2014 including ritual, monologues and group performances based on exploring modern Drama Practices. They also were involved in all the production aspects of CAPA, where they learnt skills from stage management to Front of House. Four Preliminary Drama students were accepted into State Drama Camp and one was accepted into the State Drama Ensemble which is a testament to the level of ability our students are managing to achieve. Finally, two past students from 2013 have now begun their courses on Film Making and Acting at the New York Academy on the Gold Coast, again reflecting the opportunities that studying a subject like Drama offers the senior students at Glen Innes High School.

Genevieve Byrne
HSIE and Drama Teacher

Visual Arts 2014: Visual Art teacher Ms Abi Sparks.

Visual Arts Teacher Mr Steve Wright officially retired in 2013 and he will be remembered for igniting a love of art for many of our past students. The quality of Steve Wright’s teaching was exceptional and his passion for and knowledge of photography will be missed. Visual arts teacher Ms Joanne Bruce gained a permanent position as teacher librarian at the school and will be missed in the visual art department. Ms Abi Sparks gained permanency as a Visual arts teacher in 2014 after eight years as a temporary teacher. Unfortunately, in this reshuffle the second visual art position was lost and it was a difficult year for staffing the visual arts, with eight non-art trained teachers covering the load.

Ms Sparks became a member of the Museum of Contemporary Art Teachers Council, and has been developing programs in partnership with the MCA particularly around delivery of educational programs for rural students. Ms Sparks has taken part in a number of professional development opportunities including the NSW Art Gallery Focus Fest, National Art School Drawing development program, Art Express Regional Teachers Day, TTA training in programming for 7-11 visual arts and creating bodies of work in photo-media. Ms Sparks has used these experiences to mentor non-trained art teachers in the school and develop refined and contemporary programming.

Visual art is being taught from Year 7-12 at GIHS with an extension interest group in the GOAL period. The elective numbers are strong with a large elective selection for 2015. The 2014 visual art cohort HSC results were above state average. Each student received either their best or second best overall mark in visual art. Two thirds of students received at least a band 5. Students worked across a range of media including textiles and printmaking. Student work was displayed at the annual CAPA Showcase and at the Art Impress! Exhibition at the Glen Severn Regional Art Gallery.

Students have opportunities beyond the classroom at GIHS, we continued the annual elective visual art excursion to the Gallery of Modern Art QLD and Queensland Gallery. Unfortunately the Art Express exhibition featuring our ex-student Tom Ruming was held at Tweed Heads during the April holidays and we could not attend. We have been building a relationship with AGNSW and MCA to attend digital excursions and students were involved in Digital Excursion to Art Express, Jasper Knight, Wendy Sharpe and the Museum of Contemporary Art.

Students have been involved in a number of exhibitions, collaborative and solo. They exhibited in Glen Innes Show 2014 and won best group work for the 3rd year running along with many individual prizes. Students participated in
the Youth Inspire! “Youth Week” competitive art exhibition and won all sections. We had five award winners in “Lets Hang it!” Art exhibition at New England Regional Art Museum, Armidale. We also won overall most outstanding school award. Selected year 9 students took part in a ceramics exhibition “The tea pot show” and one took out the coveted open sculptural tea-pot section. The highlight of the visual art exhibition calendar is the student hung Art Impress! showcasing year 12 work and other selected work from Glen Innes High School. The 2014 show was very impressive.

Visual arts students at GIHS are very talented and are encouraged to take on a personal creative journey, they are also very engaged with the school, community and world. Students have been involved in many photography projects and public art projects. The NAIDOC week Indigenous mural with Artist in residence Nick Levy is a fabulous example of this.

Ms Abi Sparks – visual art teacher.

**Significant programs and initiatives – Policy and equity funding**

RAM low SES funding for GIHS was used to fund a variety of programs to assist in overcoming socio economic disadvantage. These programs included a Choir program; Gifted and Talented Rugby League Program; Creative and Performing arts initiatives such as community murals and visiting artists; an agricultural program for showing cattle at local shows. Personal Learning Plans for all targeted students were completed. A School to Work Program was funded as was National Curriculum implementation where teachers were able to attend workshops to assist their implementation of Quality Teaching initiatives; staff were also trained in differentiated learning.

Funds were used for technology implementation in classrooms including funding additional time for a computer coordinator.

Funds were also used to fund welfare programs in the school to help engage disengaged students. This included funding a reengagement class teacher and SLSO to implement individual programs with targeted students in a small group setting. Funds were also used to help implement a rewards program under the very successful school behavioural program – Positive Behaviour For Learning. A Plan It Youth Program was funded as was a boys mentoring program.

A transition program years 6-7 was partially funded by RAM funds. Funds were also used to help assist the implementation of Crossroads – a mandatory program for years11/12. Plan It Youth – a mentoring program was also implemented using some funding as was SHINE, a girls mentoring program for girls at risk. Funding also helped the implementation of Anger Management tutorials and a Pink Fit girls fitness program and Muscles to Men a boys self esteem program.

An across the school Literacy and Numeracy Program coordinated by the LAST was also implemented using substantial RAM funding.

**Aboriginal education**

Aboriginal Programs funded included an inaugural ‘Deadly Awards’ Aboriginal Awards Dinner for successful Aboriginal students; additional Norta Norta tutoring programs; the funding of an Aboriginal language program – Ngoorabul and Bundjalung – through using a community tutor; additional tutoring time in Literacy and Numeracy; the funding of Aboriginal studies throughout the school; attendance rewards for Aboriginal students; the funding of a local Aboriginal artist Nick Levy to work with students on a mural in a central location within the school; the funding of a Junior AECG and additional funds to faculties to implement more fully an Aboriginal perspective in all curriculum areas.
**Multicultural education and anti-racism**

At our school we foster an environment where respect for the cultural and linguistic differences of our society are strongly supported. Our values and policies build tolerance, an understanding of social justice and encourages strong interaction between and within our diverse communities.

Glen Innes High School has a member of staff who has been trained as an Anti-Racism Contact Officer (ARCO).

We appreciate the contributions of students whose country of birth is not Australia and in 2014 had students from a variety of countries at our school including Germany and the Philippines.

We aim for all our students and staff to:
- develop attitudes about ethnicity of self and others,
- develop behaviours and attitudes that foster inter-ethnic harmony,
- build understandings of the multicultural nature of Australian society,
- build a shared national identity,
- have equal access to educational opportunity.

Our success in developing these values and understandings among our students and staff will be evidenced by:
- reduced incidence of ethnic tension,
- reduced examples of racist behaviour,
- increased understanding of cultural diversity, and
- increased respect and tolerance for different cultures and values.

The school increasingly has enrolments from students with different ethnic and linguistic backgrounds.

**Aboriginal background**

In 2014 we had 12 Aboriginal students enrolled in Years 11 and 12 and 34 students in years 7-10.

We have a very active Aboriginal Education Team whose activities are reflected in the report listed earlier.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- An intensive analysis of NAPLAN results checked by reference to in school testing to set targets and strategies to achieve these targets in the next year. See below.
- An intensive analysis of Technology capability by staff using both quantitative and qualitative results to set targets for technology use by staff and strategies to help implement these.
- A school community – staff, parents and students – satisfaction survey to check how we as a school are performing in accordance with community expectations to set targets and to set strategies to achieve these targets.

**School planning 2012-2014:**

**School planning 2012—2014: progress in 2014**

**School priority 1**

Decrease the percentage of students below national minimum standard in Year 9 Reading NAPLAN strand from 12% to 8% or lower

**Outcomes from 2012–2014**

The number of students below national minimum standard decreased from 16% to 15%

Students were surveyed and 96% indicated an increase in confidence to participate in their mainstream classes.
Evidence of progress towards outcomes in 2014:

- Reading Tutoring program was implemented and successful.
- Growth was recorded in all students as the program has an inbuilt testing mechanism with the students needing to improve to be moved to the next level.
- Teachers reported an improvement in reading at classroom assessment level for those students in the programs.
- Students in stage 4 class graduated to mainstream year 9 groupings.
- PLP’s developed and distributed to teachers and reviewed by Year Advisors biennially.
- Staff trained in accommodations and adjustments within the classroom.

Strategies to achieve these outcomes in 2015:

- Continuation of PLP’s developed, distributed to teachers and reviewed by Year Advisors biennially.
- Continuation of use within RAM funding of Literacy Tutors.
- Continuation of a whole school Literacy Committee to continue the focus on reading across the school.
- Whole School Literacy Committee operational and focused on achieving positive outcomes for targeted students.
- Increase focus on communication between main feeder school and staff from literacy committee, in order to build on skills developed in stage 3. Welfare teacher in primary briefing on at risk students in year 6 cohort to LST.
- LST functional and focused on providing more targeted outcomes for at risk students.
- MC class established and focusing on the ILP of students in that class in terms of their literacy outcomes.
- Implementation of a ‘shared language for literacy’ with feeder schools through the Literacy Committee.
- Personal learning plans for targeted students-LaST and/or SLSO.

- Systematic, explicit teaching of Literacy and in all KLAs.
- Weekly whole school focus on specific literacy skills.

School priority 2

Increase the percentage of students in the proficient (top 3 bands) on Year 9 NAPLAN number strand from 27% (2013) to 27% or higher (2014).

Outcomes from 2012–2014

- NAPLAN results 2014 indicate that 32.1% of students in the year were in the top three bands for the number strands.
- 95% of students (those in the tutoring programs) identified an increased confidence in mathematics when surveyed.

Evidence of progress towards outcomes in 2014:

- Quicksmart Numeracy had been implemented in the previous year.
- Growth was recorded in all students as the program has an inbuilt testing mechanism with the students needing to improve to be moved to the next level.
- Numeracy Committee not established in the school but TARS indicate that faculties are teaching numeracy across the school and this is being registered in programs.
- Accelerated classes established in Mathematics (Junior and Senior) with two students one from year 9 and one from year 10 completing HSC mathematics courses including Extension in 2013.
- Basic Mathematics incorporated into the Muscles to Men program in terms of basic calculations for materials and the costs of these based on projects completed around the school.
- Mathematics revision and extension activities available on the school website for students to access at home.
- Stage 4 class established allowing greater focus with targeted numeracy programs on targeted students.

Strategies to achieve these outcomes in 2015:
- Continuation of Numeracy Tutors under RAM funding.
- Establishment of a Numeracy Committee to focus on numeracy across the school
- Maintain accelerated classes established in Mathematics (Junior and Senior) with two students one from year 9 and one from year 10 completing HSC mathematics courses including Extension Courses ahead of time.
- Maintain Stage 4 class.
- Establish MC class with targeted programs in numeracy for these students
- Basic Mathematics incorporated into the Muscles to Men program in terms of basic calculations for materials and the costs of these based on projects completed around the school.
- Mathematics revision and extension activities available on the school website for students to access at home
- Personal learning plans for targeted students-LaST and/or SLSO
- Develop linkage projects between primary feeder schools and GIHS
- Encourage student participation in external testing, such as UNSW.
- Systematic, explicit teaching of Numeracy in all KLA’s
- Streamed classes in Mathematics post Year 7

**School priority 3**
The number of teachers accessing and using the DEC intranet for curriculum materials and administrative resources will increase from 85% to 90%

**Outcomes from 2012–2014**
Data from network manager indicates that only four members of staff do not access their portal on a daily basis
Webpage is maintained on a regular basis, with staff posting revision and activities for students as well as reports on school activities

Communications within the school increasingly being by e mail and other digital technologies

Increased use of digital technologies for roll marking and assessment information as well as student information at parent teacher nights increasingly being observed

**Evidence of progress towards outcomes in 2014:**

- Mini technology workshops being run during staff meetings and breakfast with a techie meetings increasingly being attended by a larger proportion of staff members allowing the sharing of ideas within and between KLA’s and training in appropriate technologies, such as ‘Turning Point and VIVO’
- Assigning of whole school responsibility for technology to an existing Head Teacher to ensure a coordinated whole school approach to technology.
- Encouragement of staff members to Video conference in staff development sessions and meetings, many staff have utilised this option rather than travel, as more training options are becoming available in this format
- Computer access in all class rooms- all classrooms now have access to computers, with all teaching spaces now networked
- Publicity officer to co-ordinate communication with the local paper, radio stations and maintain the school web page.
- Professional learning for staff to develop confidence and skills in using computer technology has been a strong focus in TPL, particularly incorporating Ipads.

**Strategies to achieve these outcomes in 2015:**

- Continue the move towards a paperless administrative environment where information is distributed by e mail and other media.
- Purchase and get HT and Executive using IPad Technology.
- Continue emphasis in some staff development days on technology.
- Ensure that computers (banks are held within Faculty areas) are used within teaching programs.
• Purchase using some RAM funds a increased hours for the technology coordinator.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

As part of the consultation process for the new school planning process surveys were conducted of all parents, students and teachers at the school. These surveys were in part a posted questionnaire and in part at discussion meetings with all parties.

Parents generally expressed high satisfaction rates with the progress of the school. The school has been part of the National Partnership Program and parents have, as part of the evaluation of that program, been used to being asked about various programs within the school. Parents expressed high levels of satisfaction (95%) of responses or above with teacher engagement and skills; the happiness and achievement of their students at the school, and the various programs being run at the school including most of the programs continued under RAM funding for 2014.

Some dissatisfaction was expressed with teacher – parent communication and with some aspects of the senior school daily organization (the nine day fortnight); - in school suspension instead of out of school; strict uniform; Teachers teaching within subject areas (this has been an issue in some subject areas); annual year excursions, and behaviour management of some teachers. Steps have been put in place to remediate these.

Teachers in preparation for the new School Plan were widely consulted both in meetings at whole school and Faculty level but also in surveys as to what they were happy with or not happy with. Generally teachers found working at the school enjoyable and expressed their commitment to the organization. However, teachers did express concerns (approximately 10% of teacher’s responses for each one) about student behavior; disengaged students; community Perceptions of School; girls self esteem; senior Student attitudes and teacher mentoring.

Students were also surveyed both face to face and in survey form with a sample of the results as below. Students - Year 10 - Connectedness School – High; Connectedness Peers - Very High; Motivation To Learn - Very High; Quality of Instruction - Very High; Satisfaction with School - High.

Students - Year 12 - Connectedness Teachers - Very High; Connectedness School - High to Very High; Connectedness Peers - Very High to High; Motivation To Learn - Very High to High; Quality of Instruction - High; Satisfaction with School - Happy to High

Students - Year 7 - Connectedness Teachers - High to Very High; - Connectedness School - High to Very High; - Connectedness Peers - Very High to High; - Motivation To Learn - Very High to High; Quality of Instruction - High to Very High

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

At the publishing of this ASR the endorsed school plan is now published on our website. Any inquiries about the plan can be directed to the school on the contacts provided in this ASR.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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