

# Glenvale State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	224 Glenvale Road Toowoomba 4350
Phone	(07) 4659 2111
Fax	(07) 4659 2100
Email	the.principal@glenvaless.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mr David Saxton, Principal

## Principal's foreword

### Introduction

I am delighted to present this School Annual Report for Glenvale State School. This report provides an orientation to our school and includes important information highlighting our endeavours from 2014. Glenvale State School has a proud tradition of excellence within a positive, caring environment.

At Glenvale, 2014 was a great year for our school with gains and improvements across all areas of the school. The school received two systemic audits in 2014, a teaching and learning audit and a discipline audit, the results of these audits was outstanding and more detail will be shared in this report.

During 2014 we continued to develop and implement our pedagogical framework and curriculum with a particular emphasis on the Australian Curriculum areas of English, Maths, Science, History and Geography.

School enrolments have continued to grow and the transition of Year 7 to high school at the end of 2014 resulted in very little loss of staffing based on student enrolment figures. The School Enrolment Management Plan has been reviewed and the school remains enrolment managed.

This again has been a successful year for Glenvale State School and credit must go to all staff, students, parents and community members for their contributions to the school. For 2015 and beyond we will continue to strive for excellence within a positive, caring environment.

### School progress towards its goals in 2014

The Quadrennial School Review, Discipline Audit and Teaching and Learning Audit in 2014 enabled the school to accurately determine progress on key reforms and priorities. The feedback from the audits was excellent and affirmed that Glenvale State School is a progressive school with high academic, social and behavioural expectations.

The Glenvale State School's leadership team has led the development and implementation of an improvement agenda and curriculum framework that is designed to meet all students' need. The audit reports` identified the school has an outstanding improvement agenda and clearly documented school curriculum that is being implemented throughout the school.

The School Improvement Agenda in 2014 with target areas:

Target area	Outcome
Improved student outcomes in Reading, Writing, Numeracy and Science	Consistent strong performance and improvement in NAPLAN and school based assessments.
Sharp and narrow focus on the teaching of reading	School and regional targets met.
Improved student attendance	Increase in average attendance across school.
Implement Great Results Guarantee plan	Great Results Guarantee plan enacted with improved student results and additional professional learning for staff.

Other key priorities:

Target area	Outcome
Refine and embed the school wide pedagogical framework featuring 'standards of practice'	The pedagogical framework is the key strategic document and great progress has been made in the establishment of the framework with all teacher.
Implement the Australian Curriculum in English, Maths, Science, History and Geography using the EQ authored C2C curriculum resources	The Australian Curriculum is enacted consistently and with great rigour. The 2014 audit report stated:  <i>"A coherent and sequential curriculum plan is in place and provides a reference point for all teachers to plan for effective delivery of the Australian Curriculum through Curriculum into the Classroom (C2C)."</i> (Teaching and Learning Audit 2014)
Develop productive partnerships with students, staff, parents, and the community	There has been great progress in this area in 2014 as evidence by school opinion survey data and the audit reports.  100% of parents surveyed stated that Glenvale is a good school and their child likes being at the school.

	<p><i>“A strong culture of respect and caring relationships exist in the broader school community. This is reflected in the shared values and commitment to the implementation of the behaviour processes.” (Discipline Audit 2014)</i></p>
<p>Develop leadership density within the school with classified officers, the school funded Pedagogical Coach and the teacher Pedagogical Leaders</p>	<p>Leadership density and performance has increased significantly with a number of staff in a variety of leadership roles within the school. This has been achieved through a coaching and mentoring process and a strong collegial culture.</p> <p><i>“A strong collegial culture is evident at the school and teaching staff are afforded opportunities to learn from each other by visiting classrooms through either the Watching Others Work (WOW) program or by being observed by colleagues who have been trained as effective pedagogical coaches.” (Teaching and Learning Audit 2014)</i></p>
<p>Implement Responsible Behaviour Plan</p>	<p>There has been great progress in this area in 2014 as evidence by school opinion survey data and the audit reports.</p> <p>97% of parents and students stated that students’ behaviour is well managed at the school.</p> <p><i>“There is a positive tone at the school, both in classrooms and in the playgrounds. Staff members speak highly of students and their behaviour.”</i></p> <p><i>“A strong culture of respect and caring relationships exist in the broader school community. This is reflected in the shared values and commitment to the implementation of the behaviour processes.”</i></p> <p><i>“The school’s approach to managing student behaviour and developing a positive learning environment is made explicit through the pedagogical framework. Clear links have been established between effective teaching, good differentiation and good behaviour.”</i></p> <p><i>(Discipline Audit 2014)</i></p>

In 2014, the Glenvale community strived for our school vision of 'Every One, Every Day, Achieving Together' and have made substantial progress. Other highlights of an excellent year include:

- Our prep students settling in and having a great year



- Excellent teaching and learning



- Student leadership



- Wakakirri performance



- Community Fete



- Interschool and extra-curricular sport



- The oval extension





- Prep events like father's superhero day, mothers' day pampering and carnival of flowers



- School camps – Canberra, Burleigh heads, Emu Gully



- Book week



- Readers Cup regional champions



## Future Outlook

In 2015 we plan to implement the range of initiatives as outlined in our 2015 School Implementation which will enable us to continue to produce excellent learning outcomes for our students.

Initiatives include:

- Implementing the Australian Curriculum areas of English, Maths, Science, History and Geography
- Continuing to refine and improve the teaching of reading
- Building productive partnerships with the Glenvale community
- Embedding the pedagogical framework and standards of practice
- Developing the role of the Pedagogical Leaders
- 3 tiered approach to feedback including Watching Others Work(WOW), feedback and coaching

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	640	312	328	92%
2013	703	348	355	95%
2014	750	369	381	96%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

Glenvale State School has a large number of students who enjoy their whole primary schooling at Glenvale. The occupations of the families at Glenvale State School are varied and include owners and managers of businesses, a variety of professionals, trades people, students and Australian Defence Forces personnel. There are fewer parents in rural occupations; however there are a number of families in the agricultural service area.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	23
Year 4 – Year 7 Primary	25	27	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absence

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	18	20	13
Long Suspensions - 6 to 20 days	1	0	0
Exclusions <sup>#</sup>	0	0	1
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.



## Curriculum offerings

### Our distinctive curriculum offerings

Our curriculum focuses on a rigorously enacted Australian Curriculum areas enacted using EQ authored C2C materials and a specific focus on developing students' literacy skills in targeted literacy lessons.

Each year level has four x one hour uninterrupted sessions weekly dedicated to targeted literacy lessons where students are working in small groups which are organised according to reading data. This allows for focussed reading lessons at their level of instruction. Teachers and teacher aides are involved in these sessions to give group sizes of approximately six students.

Years 5 and 6 students study the Indonesian language for 2 lessons per week. All classes access specialist teachers for music and PE lessons each week. Year 5 & 6 have one PE lesson and Friday afternoon sport.

### Extra curricula activities

The Instrumental Music Program is offered for Year 4-6 students. They learn brass, woodwind or percussion instruments and take part in our Concert Band which sounds fantastic.

Choirs are offered to Year 2-6 students. Students have an opportunity once every two years to participate in the Wakakirri rock eisteddfod program where they compete against other schools.

We play Interschool Sport in hockey, soccer, league, netball, touch football, Aussie Rules and softball.

Senior students have opportunity to participate and compete in the Readers Cup competition each year.

### How Information and Communication Technologies are used to assist learning

Glenvale has five dedicated ICT labs at the school and pods of student laptops and ipads. Each teacher has been provided with a laptop as well as digital projectors and interactive whiteboard screens permanently installed in each classroom.

Computers and ICTs are integrated into all curriculum areas across the school and are viewed as being one more vital tool to enhance and support learning. Computers assist student learning at Glenvale within and across key learning areas. Glenvale has aligned a teacher aide to provide support for students when accessing ICTs.

## Social Climate

The school is justifiably proud of its high standard of student behaviour, academic, sporting and cultural pursuits and the positive, supportive tone of both the school and community. This is reflected in the excellent results of parent, staff and student satisfaction with our school, as indicated in the School Opinion Survey data in the section below.

The school enjoys a very caring and positive social climate that has a common focus upon support and experiencing success. This is enhanced and encouraged through extensive parental and community involvement and through the services of our Guidance Officer, visiting Speech Language Pathologist, implementation of our Positive Behaviour Support program and the services of our chaplain.

## Parent, student and staff satisfaction with the school

Annually, Education Queensland undertakes a School Opinion Survey process to gauge Parent,

Student and Teacher opinions on aspects of school operations. Each year up to 40 of our families are randomly selected for the survey process. The excellent results in the table below are from the School Opinion Survey in 2014.

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	97%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	100%	93%	95%
their child is making good progress at this school* (S2004)	95%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	92%
teachers at this school motivate their child to learn* (S2007)	100%	96%	92%
teachers at this school treat students fairly* (S2008)	100%	92%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	97%
this school works with them to support their child's learning* (S2010)	100%	96%	97%
this school takes parents' opinions seriously* (S2011)	100%	96%	97%
student behaviour is well managed at this school* (S2012)	95%	88%	97%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	89%	98%	96%
they like being at their school* (S2036)	76%	93%	96%
they feel safe at their school* (S2037)	85%	93%	96%
their teachers motivate them to learn* (S2038)	93%	98%	100%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	95%	99%
teachers treat students fairly at their school* (S2041)	79%	90%	96%
they can talk to their teachers about their concerns* (S2042)	84%	88%	100%
their school takes students' opinions seriously* (S2043)	72%	90%	96%
student behaviour is well managed at their school* (S2044)	71%	84%	97%
their school looks for ways to improve* (S2045)	85%	99%	97%
their school is well maintained* (S2046)	87%	99%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school gives them opportunities to do interesting things* (S2047)	92%	96%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	96%
they feel that their school is a safe place in which to work (S2070)		96%	100%
they receive useful feedback about their work at their school (S2071)		96%	94%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		96%	98%
staff are well supported at their school (S2075)		82%	92%
their school takes staff opinions seriously (S2076)		89%	92%
their school looks for ways to improve (S2077)		96%	100%
their school is well maintained (S2078)		100%	98%
their school gives them opportunities to do interesting things (S2079)		89%	96%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Parental involvement in each child's education is encouraged and ample opportunities exist at various levels to enable parents to be engaged to an extent that suits them best. This involvement ranges from attendance at events and functions (like literacy and numeracy information sessions) to volunteering to assist in classrooms through to involvement at a decision making level through the P&C Association. The energetic P&C Association works cooperatively within the whole school. They operate the tuckshop, uniform shop and Outside School Hours Care service.

### Reducing the school's environmental footprint

During 2014 the school adopted many sustainable initiatives including solar panels, water tanks and 'veggie gardens'.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	179,215	1,295
2012-2013	184,267	3,154
2013-2014	187,310	2,167

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

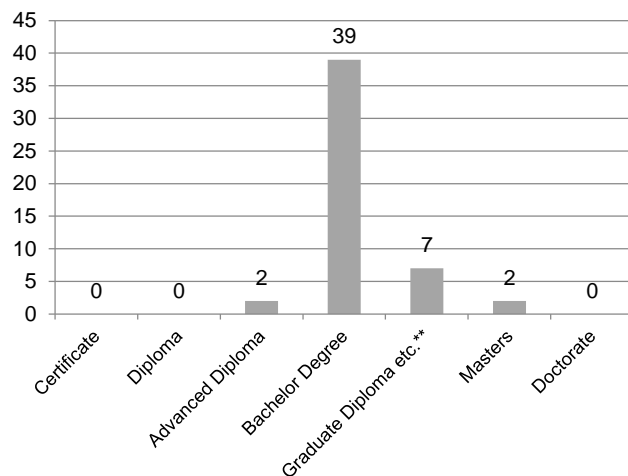
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	50	32	<5
Full-time equivalents	45	21	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	2
Bachelor Degree	39
Graduate Diploma etc.**	7
Masters	2
Doctorate	0
<b>Total</b>	<b>50</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 21, 720.

The major professional development initiatives are as follows:

- Literacy workshops especially about reading
- Understanding and using data
- Positive Behaviour Support training
- Information and Communication Technology professional development
- OneSchool
- Mandatory training (e.g. Code of Conduct, Keys to Managing Information, Student Protection, Asbestos training, Chemical training)
- Data analysis (e.g. from Curriculum Teaching and Learning Audit, School Opinion Survey, NAPLAN results)
- Health and wellbeing (e.g. Diabetes, Asthma, Anaphylaxis, Epilepsy, First Aid, CPR, Resilience for life and work)
- Dyslexia training
- Purposeful use of data (workshops, web conferences)
- Australian Curriculum implementation (e.g. Literacy, Mathematics, History, Geography) – whole staff as well as in year level cohorts
- Year level Pedagogical Leaders training
- Workplace Health and Safety (e.g. Work Area Access Permit)

- Rehabilitation and Return to Work
- Elements of explicit teaching (seminar with Anita Archer, formal workshops)
- Induction for new staff
- First Aid
- Conferences (e.g. Literacy, Music, Beginning Teachers,)

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
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The overall attendance rate for the students at this school (shown as a percentage). 94% 94% 94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

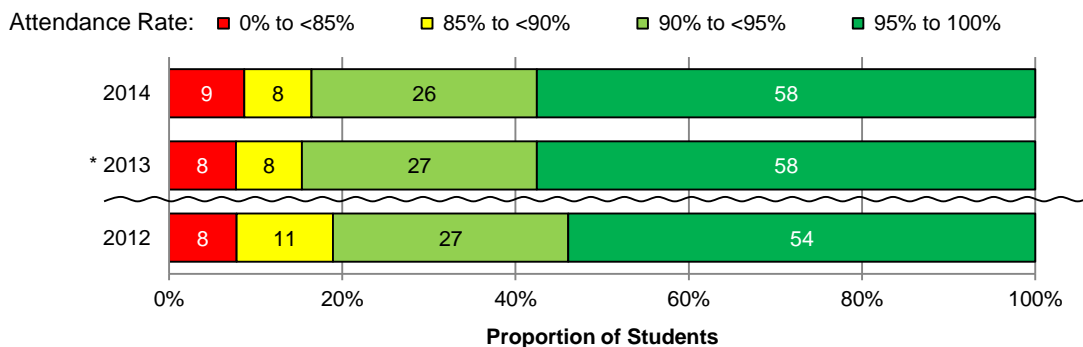
**Student attendance rate for each year level (shown as a percentage)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	95%	94%	93%	94%	94%	93%					
2013	92%	94%	94%	95%	94%	93%	93%					
2014	94%	94%	95%	94%	94%	92%	92%					

DW = Data withheld to ensure confidentiality.

**Student attendance distribution**

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Attendance is monitored and managed carefully by the teachers and a school deputy principal. The attendance roll is marked twice daily and phone calls are made to parents to follow up unexplained absences.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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### Achievement – Closing the Gap

In 2014 there were 79 Indigenous students enrolled at the school. These students had an average attendance rate of 92% and their average achievement was good, achieving generally comparably to the non-indigenous students.