



Glenvale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	224 Glenvale Road Toowoomba 4350
Phone	(07) 4659 2111
Fax	(07) 4659 2100
Email	principal@glenvaless.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	David Saxton, Principal

School overview

Glenvale State School has been serving the community since 1882 and has a proud history of being a welcoming school that strives to bring out the best in its students. It provides a comprehensive education to approximately 740 students from Prep to Year 6 in a co-educational setting. At Glenvale, students feel success and excel and confidently master new skills. Our Prep to Year 6 curriculum is based on the Australian Curriculum using Education Queensland authored 'Curriculum into the Classroom (C2C)' resources. English and Mathematics form the foundation for our balanced and innovative teaching programs. Our computer labs, large activities hall and extensive outdoor play spaces are valued by students. Our students have opportunities to participate in a wide variety of cultural activities including performances, eisteddfod competitions (choir and instrumental music), Rock Eisteddfods, extension programs and local sporting competitions. The value of the parental role in education is well recognised at Glenvale State School. Parents are encouraged to become actively involved in the school by volunteering in classrooms, the tuckshop or getting involved with our active Parents and Citizens Association.

School progress towards its goals in 2018

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 2018. Glenvale State School has a proud tradition of excellence within a positive, caring environment.

During 2018 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 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 2018 and beyond we will continue to strive for excellence within a positive, caring environment.

Glenvale State School is a progressive school with high academic, social and behavioural expectations. The Glenvale State School's leadership team led the development and implementation of an improvement agenda and curriculum framework that is designed to meet all students' need.

The School Improvement Agenda in 2018 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 investing 4 success plan	Investing 4 Success 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 teachers
Implement the Australian Curriculum in English, Maths, Science, History and Geography using the	The Australian Curriculum is enacted consistently and with great rigour

EQ authored C2C curriculum resources	
Develop leadership density within the school with classified officers and the teacher Pedagogical Leaders	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

In 2018, Glenvale State School used the 'I4S' funding to:

- Target specific groups of students and implement research validated intervention programs
- Build teacher capability in analyzing student performance data to develop differentiated programs to improve student outcomes
- Increase leadership density through establishing key teachers as Pedagogical Leaders
- Regularly review student performance data (as per Glenvale SS Assessment Framework)

In 2018, Glenvale State School had a highly successful whole school review conducted by three external consultants, key highlights include:

The school's vision captures the school's purpose and philosophy, '*Every One, Every Day, Achieving Together*'.

The school leadership team and staff members are highly committed to improving the learning and wellbeing outcomes for all students. This is reflected in the strong commitment of staff members to student learning and to supporting the school's improvement agenda. High expectations for all students in learning, behaviour, attendance and wellbeing are apparent across the school.

Staff members are committed to providing a caring and nurturing educational environment for students.

Interactions amongst staff members, students, parents and families are positive, caring and inclusive. Students, staff and parents hold the view that the school has an important place at the centre of the community. Students articulate considerable pride in the range of opportunities and experiences offered by the school.

The school places an emphasis on teachers learning from one another's professional practice.

School leaders provide frequent informal feedback to teachers through incidental walkthroughs and classroom observations.

The school is recognised as being highly inclusive.

The school's practices reflect the belief that all students are capable of learning successfully when motivated and given appropriate learning opportunities and necessary support. Whole-school and year level structures support teachers in meeting the learning needs of the range of students in their classrooms. Parents and other school community members articulate that the school has developed a strong reputation for its approach to meeting the needs of a diverse range of learners.

School leaders place a high priority on the professional learning of all staff.

Professional learning and development are at the heart of school life, and all staff meetings are utilised as opportunities for professional growth. School leaders model professional learning by participating with staff in a wide range of school-based development. Leaders, teachers and other staff members demonstrate a high level of commitment to continuous improvement.

In 2018, 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 new prep students settling in and having a great year
- Excellent teaching and learning
- Student leadership
- Interschool and extra-curricular sport
- Prep events like father's superhero day, mothers' day pampering and carnival of flowers
- School camps – Canberra, Burleigh heads, Emu Gully
- Extracurricular activities like Art Club
- Book week
- Readers Cup
- 'da Vinci' academic extension club
- Band and choir opportunities

Future Outlook

In 2019 we plan to implement the range of initiatives as outlined in our 2019 School Implementation which will enable us to continue to produce excellent learning outcomes for our students.

Initiatives include:

- Continuing to refine and improve the teaching of reading using Explicit Instruction as our signature pedagogy
- Building productive partnerships with the Glenvale community
- Implementing the Australian Curriculum areas of English, Maths, Science, History and Geography using C2C resources
- Embedding the pedagogical framework and standards of practice

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	721	768	761
Girls	368	393	375
Boys	353	375	386
Indigenous	88	87	82
Enrolment continuity (Feb. – Nov.)	96%	96%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	23
Year 4 – Year 6	25	26	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our Approach to Curriculum Delivery

Our curriculum focuses on a rigorously enacted Australian Curriculum areas 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.

Co-curricular 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.

An academic extension initiative, the 'da Vinci' club is enacted for students in Years 4-6.

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

Overview

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 making Glenvale a school of choice in the western suburbs of Toowoomba. 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 school 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	90%
• this is a good school (S2035)	97%	100%	90%
• their child likes being at this school* (S2001)	98%	100%	93%
• their child feels safe at this school* (S2002)	97%	96%	90%
• their child's learning needs are being met at this school* (S2003)	94%	98%	93%
• their child is making good progress at this school* (S2004)	98%	96%	90%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	98%	95%
• teachers at this school motivate their child to learn* (S2007)	98%	98%	93%
• they can talk to their child's teachers about their concerns* (S2009)	98%	98%	88%
• this school works with them to support their child's learning* (S2010)	95%	93%	93%
• this school looks for ways to improve* (S2013)	95%	96%	83%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	98%
• they like being at their school* (S2036)	99%	100%	96%
• they feel safe at their school* (S2037)	100%	100%	98%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	99%	97%
• teachers treat students fairly at their school* (S2041)	99%	100%	97%
• they can talk to their teachers about their concerns* (S2042)	97%	99%	96%
• their school takes students' opinions seriously* (S2043)	100%	100%	97%
• student behaviour is well managed at their school* (S2044)	99%	99%	95%
• their school looks for ways to improve* (S2045)	99%	100%	99%
• their school is well maintained* (S2046)	100%	100%	99%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	91%	95%
• they feel that their school is a safe place in which to work (S2070)	91%	95%	95%
• they receive useful feedback about their work at their school (S2071)	84%	84%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	95%	98%
• students are encouraged to do their best at their school (S2072)	93%	100%	97%
• students are treated fairly at their school (S2073)	93%	95%	96%
• student behaviour is well managed at their school (S2074)	91%	91%	95%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	87%	83%	91%
• their school takes staff opinions seriously (S2076)	80%	83%	86%
• their school looks for ways to improve (S2077)	91%	92%	92%
• their school is well maintained (S2078)	96%	95%	99%
• their school gives them opportunities to do interesting things (S2079)	86%	95%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. The *Respectful relationships education program* — an initiative of the Queensland Government — is part of a broader multi-departmental commitment to ending domestic and family violence. By implementing the Respectful relationships education program, Glenvale State School will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. The Prep to Year 6 programs are aligned to the Australian Curriculum: Health and Physical Education and will be delivered through this learning area. Specialised resources for schools and teachers are used which include program guidelines, teaching overviews and resources for each year level.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	10	40	61
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

During 2018 the school maintained many sustainable initiatives including solar panels, water tanks and 'veggie gardens'.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			178,833
Water (kL)		1,362	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' search interface. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three filter dropdown menus: 'School sector', 'School type', and 'State'. The 'Find a school' button is highlighted in a dark red color.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

The screenshot shows a button labeled 'View School Profile' with a dark red border and text.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a navigation menu with several options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' option is highlighted with a dark red background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	51	34	<5
Full-time equivalents	48	22	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	5
Bachelor degree	42
Diploma	0
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$12,200

The major professional development initiatives are as follows:

- Literacy workshops especially about reading
- Coaching and mentoring
- Information and Communication Technology professional development
- Mandatory training (e.g. Code of Conduct, Keys to Managing Information, Student Protection, Asbestos training, Chemical training)
- Data analysis
- Health and wellbeing (e.g. Diabetes, Asthma, Anaphylaxis, Epilepsy, First Aid, CPR, Resilience for life and work)
- 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
- Leadership coaching
- Elements of explicit teaching
- Induction for new staff
- First Aid
- Conferences

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	91%	91%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

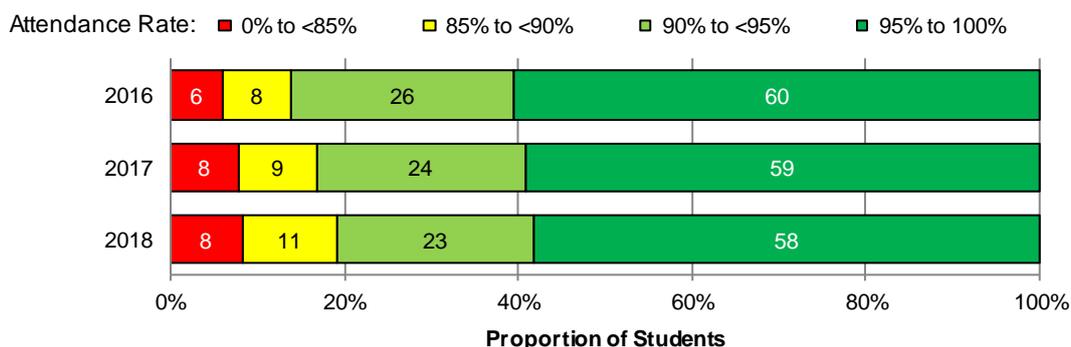
** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	93%	94%
Year 1	94%	94%	94%
Year 2	94%	94%	95%
Year 3	95%	95%	94%
Year 4	95%	95%	94%
Year 5	96%	94%	94%
Year 6	93%	94%	93%

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.