

Glenvale State School

Queensland State School Reporting

2015 School Annual Report



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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 2015. Glenvale State School has a proud tradition of excellence within a positive, caring environment.

During 2015 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 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 2016 and beyond we will continue to strive for excellence within a positive, caring environment.

School progress towards its goals in 2015

The Quadrennial School Review, Discipline Audit and Teaching and Learning Audit at the end of 2014 enabled the school to accurately determine progress on key reforms and priorities and set a platform for success in 2015. 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 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 effectively throughout the school.

The School Improvement Agenda in 2015 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.
Develop leadership density within the school with classified officers, the school funded Pedagogical Coach 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 2015, Glenvale State School used the 'GRG' 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
- Employ a full time pedagogical coach to lead teachers in data analysis and explicit instruction practices
- Increase leadership density through establishing key teachers as Pedagogical Leaders
- Regularly review student performance data (as per Glenvale SS Assessment Framework)

During 2015, we have focused on maximising the benefits of this funding for our students. After reviewing our *Great Results Guarantee* agreement, it is clear that we met or exceeded our targeted student outcomes.

In 2015, 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



- 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 regional champions
- Band and choir opportunities



Future outlook

In 2016 we plan to implement the range of initiatives as outlined in our 2016 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 using C2C resources
- Continuing to refine and improve the teaching of reading using Explicit Instruction as our signature pedagogy
- Building productive partnerships with the Glensvale community

- Focus on numeracy and improvement of student outcomes and numeracy pedagogical practice
- 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

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	703	348	355	75	95%
2014	750	369	381	74	96%
2015	744	371	373	85	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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		
	2013	2014	2015
Prep – Year 3	23	23	23
Year 4 – Year 7 Primary	27	26	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	20	13	11
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	1	0

Cancellations of Enrolment	0	0	0
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* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	97%	90%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school (S2001)	100%	100%	93%
their child feels safe at this school (S2002)	100%	97%	98%
their child's learning needs are being met at this school (S2003)	93%	95%	90%
their child is making good progress at this school (S2004)	100%	92%	93%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	92%	92%
teachers at this school motivate their child to learn (S2007)	96%	92%	88%
they can talk to their child's teachers about their concerns (S2009)	96%	97%	93%
this school works with them to support their child's learning (S2010)	96%	97%	85%
this school takes parents' opinions seriously (S2011)	96%	97%	84%
student behaviour is well managed at this school (S2012)	88%	97%	93%
this school looks for ways to improve (S2013)	100%	100%	90%
this school is well maintained (S2014)	100%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	98%	96%	100%
they like being at their school (S2036)	93%	96%	100%
they feel safe at their school (S2037)	93%	96%	100%
their teachers motivate them to learn (S2038)	98%	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)	95%	99%	100%
teachers treat students fairly at their school (S2041)	90%	96%	100%
they can talk to their teachers about their concerns (S2042)	88%	100%	100%
their school takes students' opinions seriously (S2043)	90%	96%	100%
student behaviour is well managed at their school (S2044)	84%	97%	100%
their school looks for ways to improve (S2045)	99%	97%	100%
their school is well maintained (S2046)	99%	98%	100%
their school gives them opportunities to do interesting things (S2047)	96%	96%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	96%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	94%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	96%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	96%	98%	96%
staff are well supported at their school (S2075)	82%	92%	93%
their school takes staff opinions seriously (S2076)	89%	92%	96%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	89%	96%	100%

'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.

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
2012-2013	184,267	3,154
2013-2014	187,310	2,167
2014-2015	193,869	

*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.

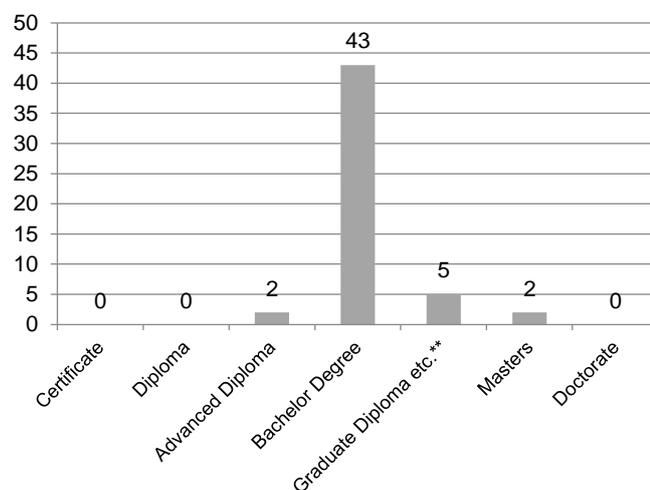
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	52	34	<5
Full-time equivalents	47	22	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	2
Bachelor Degree	43
Graduate Diploma etc.**	5
Masters	2
Doctorate	0
Total	52



*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 2015 were \$ 22,010

The major professional development initiatives are as follows:

- Literacy workshops especially about reading
- Positive Behaviour Support training
- 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 (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)
- 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
- 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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	92%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

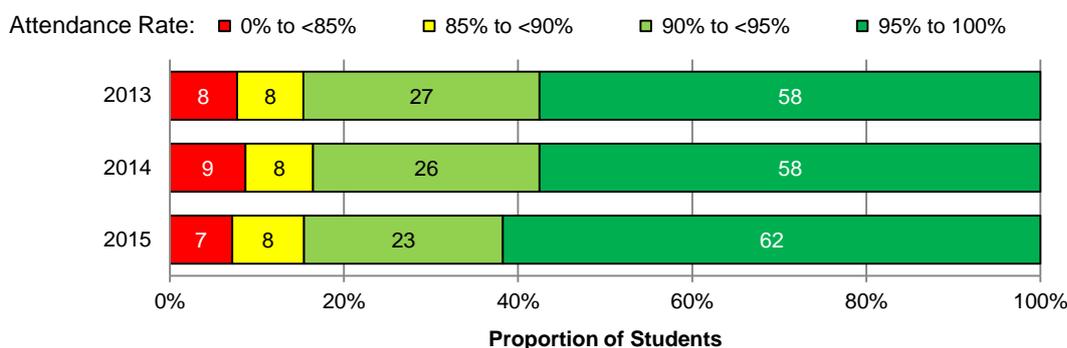
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	92%	94%	94%	95%	94%	93%	93%					
2014	95%	94%	94%	95%	94%	94%	92%	92%					
2015	95%	95%	95%	95%	96%	94%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



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

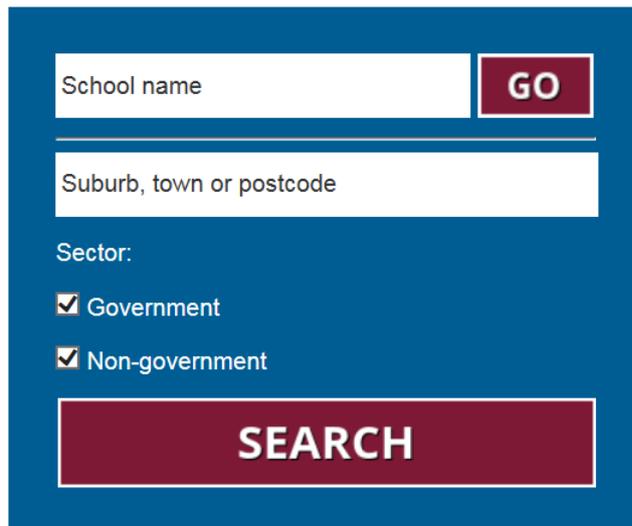
carefully by the teachers and a school deputy principal. The attendance roll is marked twice daily and phone calls are made to parents to follow up unexplained absences.

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/>.

To access our NAPLAN results, 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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.