

QUEENSLAND STATE SCHOOL REPORTING - 2010

Glenvale State School (0126)

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Principal's foreword

Introduction

Glenvale State School has a proud tradition of excellence in education within a positive, caring environment. Each year the school sets specific goals and targets as part of our annual operational plan which aligns with Education Queensland's strategic plan.

During 2010 we continued to develop and implement our curriculum which is based on the Education Queensland Essentials. We also planned for and enacted curriculum, assessment and reporting improvements as well as enhancement of our facilities. Funding through the Building the Education Revolution program has allowed the school to install data projectors and interactive whiteboards in classrooms as well as installation of shade structures, paths, tanks and gardens. During 2010 we also began the construction of the new resource centre and the addition of a permanent stage to our existing hall.

This has again 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 2011 and beyond we will continue to strive for excellence in education within a positive, caring environment.

School progress towards its goals in 2010

The school has worked very hard and successfully on achieving the major aims in the school operational plan. All major objectives have been achieved with the curriculum reinvigorated and assessment and reporting practices improved. There has been a continuing focus on improving reading in the school and the improved student results reflect that focus. The School Wide Positive Behaviour Support program continues to be implemented across the school with a clear focus on teaching our school values of responsibility, respect and safety. During 2010 a curriculum and teaching and learning audit was conducted at the school by an external Education Queensland officer. We proudly achieved 4 highs and 4 mediums in the 8 domains, this ranked our school in the top 20% in the state.

Future outlook

In 2011 we plan to implement the range of initiatives as outlined in our 2010 annual operational plan. These initiatives will enable us to continue to produce excellent learning outcomes for our students. Initiatives include our focus on Literacy and Numeracy, implementing our improved assessment and reporting processes and the implementation of the School Wide Positive Behaviour Support program. During 2011 we will also focus on preparation for implementation of the National Curriculum in 2012.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
584	276	308	91%

Characteristics of the student body:

We have a number of students who enjoy their whole primary schooling at Glenvale State School and others who stay for only a short time. The occupations of the families at Glenvale State School are varied: owners and managers of businesses, a variety of professionals, trades people, students, Australian Defence Forces personnel and a modest number of unemployed parents. There are fewer parents in rural occupations; however there are some in the agricultural service area as well.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	85%	77%	8%	15%
Year 4 – Year 10	25	100%	91%	9%	0%
Year 11 – Year 12					
All Classes	24	92%	83%	8%	8%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	8
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

Our curriculum focuses on Literacy, Numeracy and Integrated Units of work.

Each Year level has 3 x one hour sessions weekly working in small groups which are graded according to reading levels. This allows for focussed guided reading lessons at their level of instruction. Support teachers, teacher librarian and teacher aides are involved in these sessions to give group sizes of approximately six students.

One of the Integrated Units across the whole school is based on teaching our system of Government. Other Units focus on teaching values and anti-bullying strategies.

Information Communication Technology (including computers) remains an important focus for the school. Weekly lessons are conducted to teach skills and students access three computer labs and classroom computers at other times.

Years 6 and 7 students study Indonesian for 2 lessons per week. Year 5 have one lesson per week.

Years Prep – Year 4 have 2 Music lessons per week and Year 5 – 7 have one lesson. Years Prep – Year 4 have two Physical Education lessons each week. One lesson focuses on skills and the other on minor games and physical activity.

Year 6 & 7 have one PE lesson and Friday afternoon sport.

Extra curricula activities:

The Instrumental Music Program is offered for Year 5-7 students. They learn brass, woodwind or percussion instruments and take part in our Concert Band which sounds fantastic.

Choirs are offered to Year 3-7 students. Glenvale SS has over 100 students in choirs where they have a lot of fun performing. Glenvale performers play at Retirement villages, country schools etc.

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

How Information and Communication Technologies are used to assist learning:

In addition to the computers in each classroom, we have 3 dedicated ICT labs at the school. Each teacher has been provided with a laptop as well as digital projectors and screens permanently installed in each classroom. In 2010 we have also installed 12 interactive whiteboards in classrooms. 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.

Our school at a glance

Social climate

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 School Wide Positive Behaviour Support program and the services of our chaplain.

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.

Parent, student and teacher 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 2010.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	76%
Percentage of students satisfied that they are getting a good education at school	91%
Percentage of parents/caregivers satisfied with their child's school	82%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	78%
Percentage of staff members satisfied with morale in the school	98%

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 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 have achieved some wonderful projects like the new arts garden at the front of the hall and the new Outside School Hours Care / Music building as well as running a tuckshop, uniform shop and Outside School Hours Care service.

Our school at a glance

Reducing the school's environmental footprint										
During 2010 the school adopted many sustainable initiatives including installing solar panels, water tanks and 'veggie gardens'.										
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasM
2010	\$53,066	\$24,773	\$12,134	\$6,297	\$9,832	\$0	\$30	132,122	31	0
2009	\$44,347	\$22,770	\$0	\$0	\$575	\$0	\$21,002	137,623	798	0
% change 2009 - 2010	20%	9%	N/A	N/A	1610%	N/A	-100%	-4%	-96%	N/A

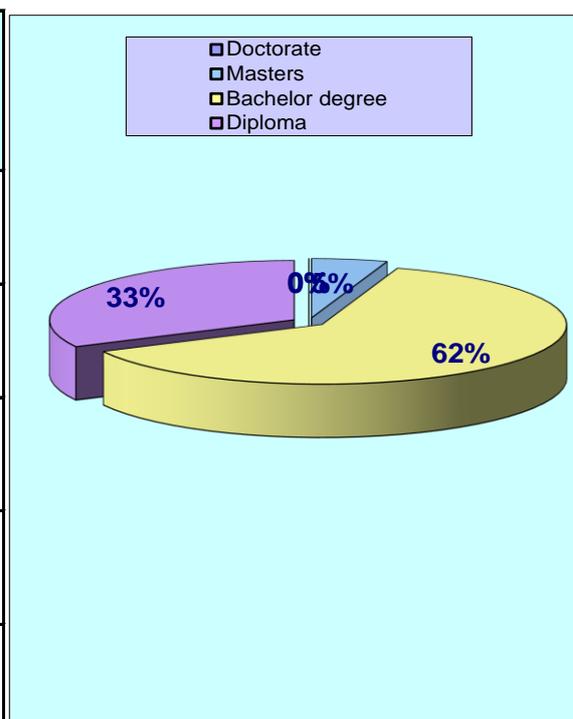
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	19	0
Full-time equivalents	34	13	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	25
Diploma	13
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$21,209.24.

The major professional development initiatives are as follows:

- Literacy workshops especially about reading
- School Wide Positive Behaviour Support training
- Information and Communication Technology professional development
- OneSchool
- NAPLAN

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 94%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
94%	93%	95%	96%	95%	95%	93%

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.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

During 2010 Glenvale State School had an indigenous enrolment of 46 students out of 584. The indigenous students' attendance rate at Glenvale is above the state level and comparable to non-indigenous students. A teacher aide is employed to support our indigenous students and the regional indigenous support officer is based at Glenvale State School. The indigenous students are achieving well at Glenvale and their performance is comparable to the non-indigenous students.