

Queensland State School Reporting – 2011

Glenvale State School (0126)



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the Department's [Right to Information site](#).

Contact Person David Saxton, Principal

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 2011 we continued to develop and implement our curriculum which is based on the Education Queensland Essentials as well as preparing for the introduction of the Australian Curriculum. 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 construct a new resource centre and add 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 2012 and beyond we will continue to strive for excellence in education within a positive, caring environment.

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School progress towards its goals in 2011

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.

A significant amount of time and energy was invested at the end of 2011 into preparations for the implementation of the Australia Curriculum. With the introduction of year level coordinators and an effective preparation plan Glenvale State School was strongly positioned to enact the new Australian Curriculum at the start of 2012.

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. During 2011 we continued to strive towards meeting the recommendation from the audit process and have introduced goal setting for students.

Future outlook

In 2012 we plan to implement the range of initiatives as outlined in our 2012 School Implementation Plan. These initiatives will enable us to continue to produce excellent learning outcomes for our students.

Initiatives include:

- focus on effective introduction of the Australian Curriculum
- continue development of school reading program
- develop student and staff ICT skills and knowledge
- implementation of the School Wide Positive Behaviour Support program
- continue to develop effective community links



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
605	293	312	95%

Characteristics of the student body:

We have a number of students who enjoy their whole primary schooling at Glensvale State School and others who stay for only a short time. The occupations of the families at Glensvale 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 2011

Phase	Average Class Size
Prep – Year 3	23.1
Year 4 – Year 10	25.7
Year 11 – Year 12	
All Classes	24.2

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	14
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Our curriculum focuses in 2011 were 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.

Information Communication Technology (including computers) remains an important focus for the school. ICTs are integrated in daily class activities as well as lessons conducted to teach skills, 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 choirs where have a lot of fun performing at retirement villages, country schools etc. Biannually students in Years 5-7 are offered an opportunity to participate in rock eisteddfod performances and competitions like J Rock.

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 4 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 2011 we also installed additional interactive whiteboards in classrooms and will complete the installation of interactive whiteboards in all classrooms in 2012. 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. ICTs is a focus for staff professional learning, during 2011 eight teachers were awarded their digital pedagogical licence and the remaining teachers have their ICT certificate and are working towards their pedagogical licences.

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. All staff are surveyed as well as all students in Year 5 and 7. In addition, 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 2011.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	94%
Percentage of students satisfied that they are getting a good education at school	91%
Percentage of parents/caregivers satisfied with their child's school	97%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	81%
Percentage of staff members satisfied with morale in the school	93%

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 and operates a tuckshop, uniform shop and Outside School Hours Care service.

Reducing the school's environmental footprint

During 2011 the school adopted many sustainable initiatives including installing solar panels, paper and cardboard recycling, water tanks and 'veggie gardens'.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	134,966	334
2010	132,122	31
% change 10 - 11	2%	977%

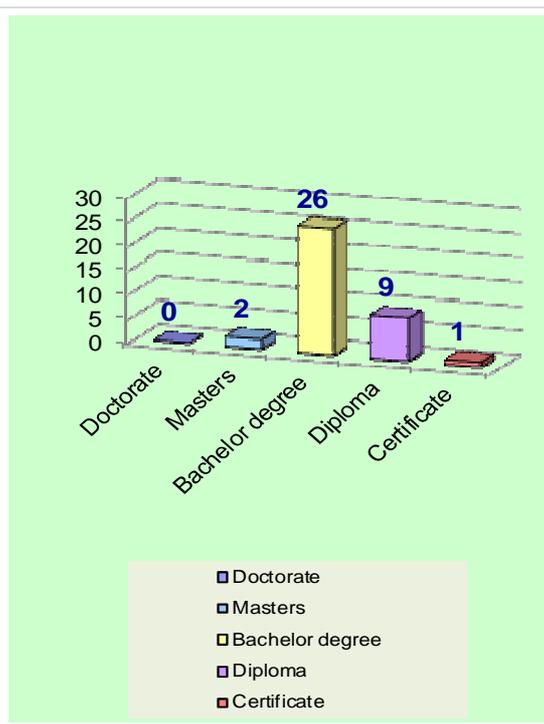
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	38	20	0
Full-time equivalents	33	14	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	26
Diploma	9
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$13, 710.

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
- One School professional learning

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 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 **GO**

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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 - 2011

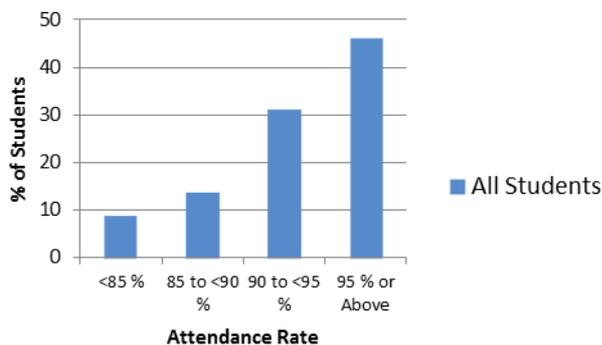
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	93%	91%	93%	94%	93%	94%

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.

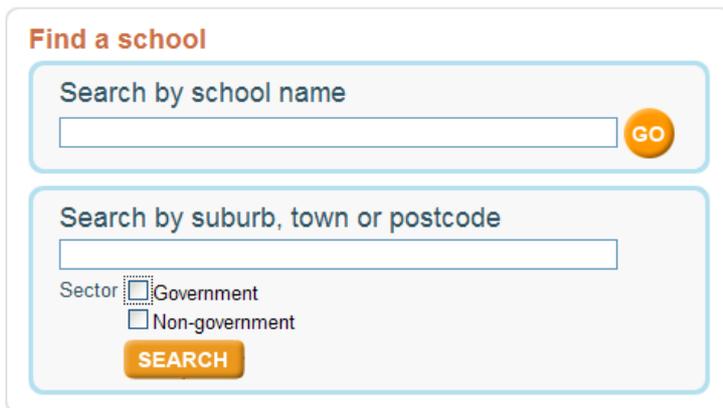
Student rolls are marked twice a day, once at approximately 9am after the commencement of school and the second time at 2pm after the second break. If a student is absent an explanation is required, if a student is absent for more than three days without explanation a phone call is made home to ascertain absence reasons.

Performance of our students

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this is a "Sector" section with two radio buttons: "Government" (which is selected) and "Non-government". At the bottom of the second section is a yellow "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

In 2011 there were 54 Indigenous students enrolled at Glenvale State School, approximately 9% of the student population. On the NAPLAN tests the students performed well with a very small gap identified. The attendance rate was 92.3% which is above the Queensland average for all students.