

Glenvale State School (0126)

Queensland State School Reporting

2012 School Annual Report



GLENVALE
Ever learning • Ever growing

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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 2012 we continued to develop and implement our curriculum with a particular emphasis on the Australian Curriculum. English, Maths and Science Australian Curriculum areas were implemented in 2012 along with the other curriculum areas based on Queensland Essentials. which is based on the Education Queensland Essentials as well as preparing for the introduction of the Australian Curriculum.

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 2013 and beyond we will continue to strive for excellence in education within a positive, caring environment.

School progress towards its goals in 2012

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 has successfully enacted the new Australian Curriculum areas of English, Maths and Science.

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Future outlook

In 2013 we plan to implement the range of initiatives as outlined in our 2013 School Implementation Plan. These initiatives will enable us to continue to produce excellent learning outcomes for our students.

Initiatives include:

- Developing, refining and embedding the school wide pedagogical framework
- Implementing the Australian Curriculum
- Developing and refining productive partnerships with students, staff, parents, and the community
- Maintaining the core priority – teaching of reading
- Refining Responsible Behaviour Plan
- Planning for the transition Year 7 to high school

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity
				(Feb – Nov)
2010	584	276	308	95%
2011	605	293	312	95%
2012	640	312	328	92%

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 State School and others who stay for only a short time. 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, Australian Defence Forces personnel. There are fewer parents in rural occupations; however there are some in the agricultural service area as well.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	23	22
Year 4 – Year 10	25	26	25
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	8	14	18
Long Suspensions - 6 to 20 days	1	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our curriculum focuses in 2012 were Literacy, Numeracy and Science.

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.

Students at Glenvale State School are offered opportunities to 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, Glenvale State School has 5 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 completed 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 was a focus for staff professional learning during 2012.

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 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. 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 2012.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	95.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	95.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	88.7%
they like being at their school*	76.3%
they feel safe at their school*	85.0%
their teachers motivate them to learn*	92.9%
their teachers expect them to do their best*	98.2%
their teachers provide them with useful feedback about their school work*	87.5%
teachers treat students fairly at their school*	79.3%
they can talk to their teachers about their concerns*	84.1%
their school takes students' opinions seriously*	72.0%

Our school at a glance

student behaviour is well managed at their school*	71.2%
their school looks for ways to improve*	84.5%
their school is well maintained*	87.2%
their school gives them opportunities to do interesting things*	91.7%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	92.2%
with the individual staff morale items	97.6%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

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

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	132,122	31
2010-2011	134,966	334
2011-2012	179,215	1,295

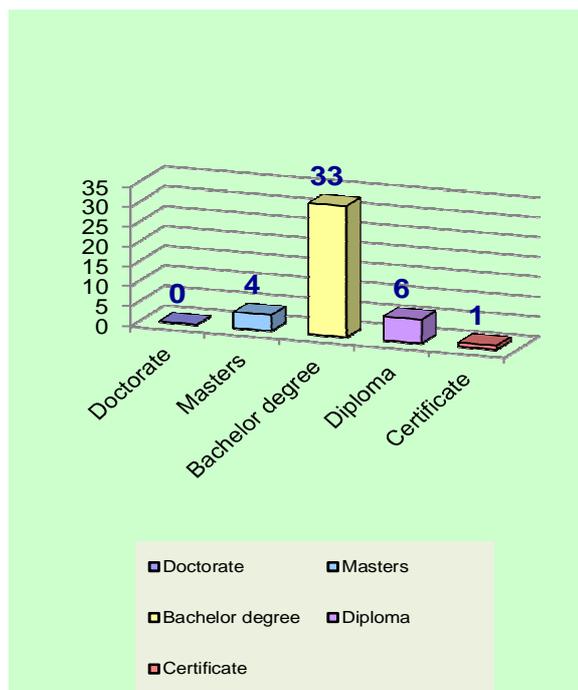
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	44	24	0
Full-time equivalents	38.3	15.6	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	33
Diploma	6
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$30,541 .

The major professional development initiatives are as follows:

- Literacy workshops, especially about reading
- Australian Curriculum planning and training
- Information and Communication Technology professional development
- One School professional learning

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100 %.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.7%	95.7%	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.8% of staff was retained by the school for the entire 2012 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 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.

Key student outcomes

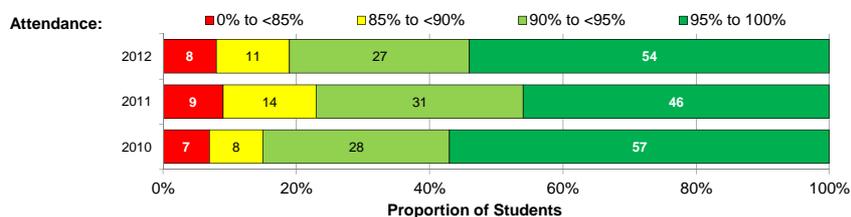
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

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
2010	94%	93%	95%	96%	95%	95%	93%
2011	93%	93%	91%	93%	94%	93%	94%
2012	92%	95%	94%	93%	94%	94%	93%

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.

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/>.

Performance of our students

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.

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Achievement – Closing the Gap

In 2012 there were 61 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 91% which is above the Queensland average for students.