

Glenvale State School

Queensland State School Reporting

2013 School Annual Report



GLENVALE
Ever learning • Ever growing

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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Mr David Saxton, Principal

Principal's foreword

Introduction

Glenvale State School has a proud tradition of excellence 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 2013 we continued to develop and implement our curriculum with a particular emphasis on the Australian Curriculum. English, Maths, Science and History Australian Curriculum areas were implemented in 2013 along with the other curriculum areas based on Queensland Essential Learnings.

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 2014 and beyond we will continue to strive for excellence within a positive, caring environment.

School progress towards its goals in 2013

The school has worked very hard and successfully achieved the major aims in the school annual implementation plan. Major objectives have been achieved:

- The Australian Curriculum areas of English, Maths, Science and History have been implemented
- The teaching of reading has been improved with the implementation of targeted literacy lessons, introduction of Levelled Literacy Intervention programs, focussed data driven use of support staff and student target setting
- School Pedagogical Framework developed and implemented with a sharp focus on consistent standards of practice

Future outlook

In 2014 we plan to implement the range of initiatives as outlined in our 2014 School Implementation Plan.

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These initiatives 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
- Continuing to refine and improve the teaching of reading
- Building productive partnerships with the Glenvale community
- Embedding the pedagogical framework and standards of practice
- Implementing the Responsible Behaviour Plan
- Facilitating the transition of Year 7 to Junior Secondary

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	605	293	312	95%
2012	640	312	328	92%
2013	703	348	355	95%

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. 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		
	2011	2012	2013
Prep – Year 3	23	22	23
Year 4 – Year 7 Primary	26	25	27

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	14	18	20
Long Suspensions - 6 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

Our curriculum focuses on Literacy, the Australian Curriculum areas enacted using EQ authored C2C materials and the Queensland Essentials.

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 levels. This allows for focussed guided 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 6 and 7 students study the Indonesian language for 2 lessons per week. Year 5 study cultural units one lesson per week.

All classes access specialist teachers for music and PE lessons each week.

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. 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:

In addition to the computers in each classroom, Glenvale has five dedicated ICT labs at the school and pods of student laptops. Each teacher has been provided with a laptop as well as digital projectors and 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 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.

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.

Our school at a glance

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. 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.

Performance measure (Nationally agreed items shown*)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	93%
their child is making good progress at this school* (S2004)	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	96%
teachers at this school treat students fairly* (S2008)	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%
this school works with them to support their child's learning* (S2010)	100%	96%
this school takes parents' opinions seriously* (S2011)	100%	96%
student behaviour is well managed at this school* (S2012)	95%	88%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	89%	98%
they like being at their school* (S2036)	76%	93%
they feel safe at their school* (S2037)	85%	93%
their teachers motivate them to learn* (S2038)	93%	98%
their teachers expect them to do their best* (S2039)	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	95%
teachers treat students fairly at their school* (S2041)	79%	90%
they can talk to their teachers about their concerns* (S2042)	84%	88%
their school takes students' opinions seriously* (S2043)	72%	90%

Our school at a glance

student behaviour is well managed at their school* (S2044)	71%	84%
their school looks for ways to improve* (S2045)	85%	99%
their school is well maintained* (S2046)	87%	99%
their school gives them opportunities to do interesting things* (S2047)	92%	96%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		96%
they feel that their school is a safe place in which to work (S2070)		96%
they receive useful feedback about their work at their school (S2071)		96%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		100%
student behaviour is well managed at their school (S2074)		96%
staff are well supported at their school (S2075)		82%
their school takes staff opinions seriously (S2076)		89%
their school looks for ways to improve (S2077)		96%
their school is well maintained (S2078)		100%
their school gives them opportunities to do interesting things (S2079)		89%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 (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 2013 the school adopted many sustainable initiatives including installing solar panels, water tanks and 'veggie gardens'.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	134,966	334
2011-2012	179,215	1,295
2012-2013	184,267	3,154

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	46	26	<5
Full-time equivalents	40	17	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *								
Certificate	0	35							31
Diploma	2	30							
Advanced Diploma	2	25							
Bachelor Degree	31	20							
Graduate Diploma etc.	8	15						8	
Masters	3	10							3
Doctorate	0	5	0	2	2				0
Total	46	0							

* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 19, 888 .

The major professional development initiatives are as follows:

- Literacy workshops especially about reading
- Understanding and using data
- Positive Behaviour Support training
- Information and Communication Technology professional development
- OneSchool
- NAPLAN

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

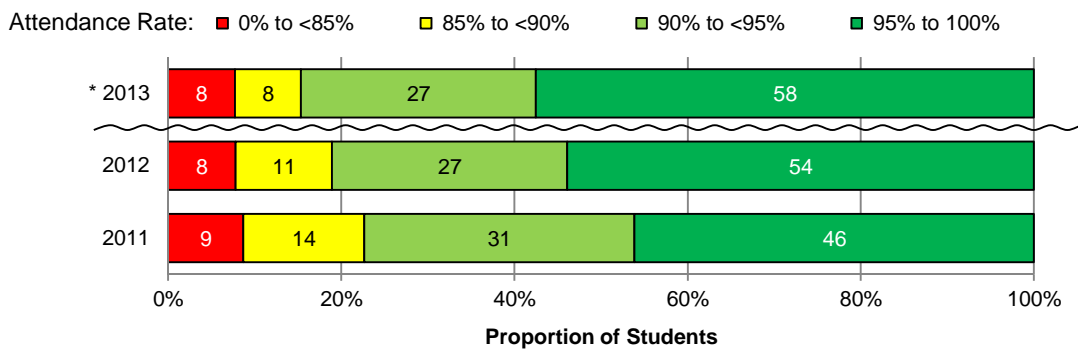
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	93%	91%	93%	94%	93%	94%					
2012	92%	95%	94%	93%	94%	94%	93%					
2013	92%	94%	94%	95%	94%	93%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

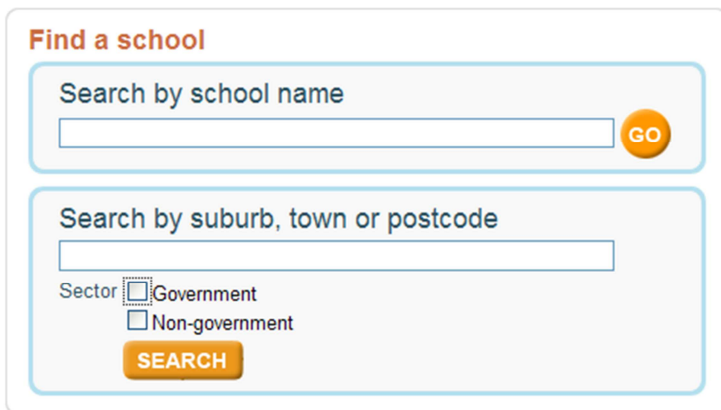
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 about 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", featuring a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", featuring a text input field, a "Sector" label with two radio button options: "Government" (which is selected) and "Non-government", and 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 2013 there were 75 Indigenous students enrolled at the school. These students had an average attendance rate of 91% and their average achievement was good, achieving generally comparably to the non-indigenous students.

