



Glenella State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training



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School Overview

Our School Vision: At Glenella State School we aspire to provide a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Via our Whole-school Curriculum Plan, teacher delivery of the required content is undertaken through the principles of the National Curriculum. This helps to ensure that we are “working together to ensure that every day, in every classroom, every student is learning and achieving”. Our mode of curriculum delivery is through Explicit Instruction however we do expand and extend our teaching so that the whole child is educated and our delivery is catered for the. Students are taught literacy and numeracy explicitly with regular and authentic feedback to ensure they are not only improving, but also achieving.

Principal’s Forward

Introduction

In this report you will find purposeful and specific information to help you gain a better understanding of Glenella State School and its greater moral imperative – Improving Students on all fronts. We value input and welcome discussion towards improving our practice here. On our sign you will find the words, ‘Small School – Big Family’ - these are words we internalise and promote in our interactions with our young people. Our academic data is excellent and continues to improve however it’s the overall feeling that parents get when they walk through our school that is the hallmark of being part of our Big Family – Connected and Supported.

School Progress towards its goals in 2016

PRIORITY AREA	ACTIVITIES	OUTCOMES
Numeracy – Proportional Reasoning	Implement twice yearly target setting for all students Implement Pre (Year 3,5) and Post (Year P-2, 4, 6)NAPLAN Action Plan Staff Professional Development and Resourced Identified to facilitate numeracy improvement	<ul style="list-style-type: none">• 100% of student targets recorded and accessible to teaching staff• 100% of ST:L&N time used to improve individual student data• Improvement in NAPLAN Numeracy Upper 2 Bands (A and B Students)
Attendance Improvement	Attendance Badges for students who have achieved 100% attendance Individual Case Management of students with attendance lower than	<ul style="list-style-type: none">• Attendance improved from 92% to 95%

	85%	
Literacy: Reading Comprehension – Character Motivation	Genre Based Approach to writing components within English Character Motivation exemplars and templates used when planning with teachers for students	<ul style="list-style-type: none"> • Improvement in NAPLAN Reading in Year 3 and 5 • Increase in Readers Level of competence in Grade 3

Future Outlook

We were very fortunate to complete a School Review through the School Improvement Unit – a link to the report is available on our website. Through the comprehensive review we were able to identify key areas for improvement. A large piece of work in 2017 is going to be working collaboratively – the formation of Professional Learning Communities with teachers as well as parents. This will be innovative as most parents only work strategically with the school through the P&C.

Student Improvement will always be a focus here and in 2017 we will be concentrating on Numeracy – specifically Reasoning and in the Literacy – we will be concentrating on students' knowledge of what the next steps are specifically for their learning.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	160	76	84	7	90%
2015*	159	78	81	9	90%
2016	161	78	83	14	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.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The majority of students attending Glenella SS come from an English speaking background. With an increase in families associated with the surrounding mining industry, the school is beginning to see an increase in families from overseas countries such as the United Kingdom, Wales & South Africa and also increased enrolment transience. There is also a low percentage of Indigenous student's attending the school. There are also a low percentage of students attending who receive support for English as a Second Language. Our school, compared to others in the area, has had an increase in our ICSEA – a measure of our schools community socio-economic rating. The economic downturn has not affected our enrolments however, with many families travelling past several schools to bring their children to Glenella.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	22	25
Year 4 – Year 7	26	23	20
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016 the school consolidated its whole-school Curriculum Plan by introducing the Australian Curriculum in the Learning Areas of English, Math's, History and Science. Aspects of Explicit Instruction (E.I) were consolidated, developed and implemented in classrooms across the school with some Direct Instruction programs operating across the school. These include Spelling Mastery and Elementary Math's Mastery.

Transition Programs are offered to assist students as they enter and exit our school. Prep Year Orientation sessions are run in Semester 2 of each year to help transition students from their pre-Prep education into the school in readiness for the following year when they will enter Prep at Glenella SS. Similarly, our Yr 6 students are given the opportunity to participate in High School Orientation programs during their final year at Glenella SS in preparation for their move to secondary education the following year. For our students with Special Needs, our transition program occurs much earlier and we work closely with the high school to ensure a seamless transition.

A Pre-Prep Program has been facilitated successfully here at Glenella since 2014. We offer 3 orientation days as well as parent workshops in Reading at Glenella, Writing at Glenella and Maths at Glenella. These workshops also form the basis for parents to be familiar with our structure prior to volunteering for reading groups. It isn't a pre-requisite however most parents who attend learn how much education has moved on since their time at primary school.

Extra curricula activities

Each year the school, in consultation with the school community, determines a number of extra-curricular activities that can be offered for students to participate in. During 2016 activities included:

Environmental Activities/Projects – within the school via the School Environment Management Plan (SEMP) including the care of plants and gardens in the school grounds along with care and responsibility for the school bee hive. Glenella State School is also a Stephanie Alexander Kitchen Garden School. Our Student Council have also driven the garden with Bunnings coming on board as well as the Men Shed, assisting in the supply and construction of the garden beds.

Sporting Opportunities – students are offered a range of sporting opportunities via inter-school sport and representative sport throughout the school year as well our annual Cross County, Athletics and Swimming carnivals. Gala days for sport are also held once a term. Students have the opportunity to choose a sport to represent the school. We partner with other schools to form teams to compete with much larger schools and have performed well in many shield and plate competitions.

Some larger activities are held in alternate years:

Wakakirri – an artistic and cultural experience building self-awareness and team spirit which was participated in by students biennially.

Art Show – another artistic and cultural opportunity for students to explore their Visual and Media Arts skills. Each student creates a piece of art which is then auctioned to parents, the cohort also designs an art installation for the school.

How Information and Communication Technologies are used to improve learning

Glenella SS acknowledges that ICTs are embedded and integrated through classroom teaching programs and thus ICTs are seen as integral parts of teaching and learning on a regular basis to foster, support and consolidate student learning.

Staff use ICT as a resource to communicate with others, to locate, create, record, store, organise and retrieve information. This resource is also used when teachers plan and present teaching programs. Students use ICT resources such as digital cameras, electronic whiteboards and computers to help achieve curriculum goals, to gather information and to communicate with others (i.e. email) and to locate, create, record, store, organise and retrieve information.

Glenella SS has a computer lab and also has computers available for use by all students, staff and community members in its Library and in classrooms. Our computers are linked to a school server via fibre optic cable and/or wireless technology that allows for a secure whole of school ICT network.

In 2014, Glenella State School also introduced a Laptop Trolley, which is available for students and class groups to borrow for small group work and research. We also have a iPad dispatch system, which enables students to borrow a bank of iPads to use in the classroom.

Currently we have Reading Eggs available to all students as well as a Phonics program available for our younger students to utilise during their lab sessions or when they are at home.

Social Climate

Overview

A positive and productive social climate exists at Glenella SS with older students 'looking out for / after' younger students in a caring 'family like' environment. This can be evidenced by:

Parents, in School Opinion Surveys, reported a 100% satisfaction in regards to 'my child feels safe at this school'.

Parents, in School Opinion Surveys, reported a 100% satisfaction in regards to 'parents feeling comfortable talking to the teacher about their concerns'.

Parents, in School Opinion Surveys, reported a 92% satisfaction in regards to 'student behaviour is well managed at this school'.

Currently operational is our Before, After School and Vacation care facilitated by Camp Australia onsite. This is a paid service and requires parents to register – costs are available from the office and on our website.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	92%	100%	93%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	94%	100%
their child feels safe at this school* (S2002)	100%	94%	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	92%	100%	93%
their child is making good progress at this school* (S2004)	92%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	88%	86%
teachers at this school motivate their child to learn* (S2007)	92%	94%	86%
teachers at this school treat students fairly* (S2008)	100%	93%	93%
they can talk to their child's teachers about their concerns* (S2009)	92%	94%	100%
this school works with them to support their child's learning* (S2010)	100%	94%	100%
this school takes parents' opinions seriously* (S2011)	100%	94%	86%
student behaviour is well managed at this school* (S2012)	92%	100%	92%
this school looks for ways to improve* (S2013)	100%	100%	93%
this school is well maintained* (S2014)	92%	88%	86%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	98%	96%
they like being at their school* (S2036)	82%	98%	94%
they feel safe at their school* (S2037)	91%	98%	96%
their teachers motivate them to learn* (S2038)	88%	93%	98%
their teachers expect them to do their best* (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	91%
teachers treat students fairly at their school* (S2041)	76%	93%	95%
they can talk to their teachers about their concerns* (S2042)	87%	90%	87%
their school takes students' opinions seriously* (S2043)	85%	90%	85%
student behaviour is well managed at their school* (S2044)	82%	88%	84%
their school looks for ways to improve* (S2045)	91%	97%	96%
their school is well maintained* (S2046)	91%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	88%	100%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	93%	100%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	63%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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)	93%	80%	81%
staff are well supported at their school (S2075)	100%	100%	75%
their school takes staff opinions seriously (S2076)	100%	100%	88%
their school looks for ways to improve (S2077)	100%	100%	88%
their school is well maintained (S2078)	93%	80%	94%
their school gives them opportunities to do interesting things (S2079)	100%	100%	94%

* Nationally agreed student and parent/caregiver items

'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

Glenella SS has and continues to encourage parents/care givers and family members to be an important part of our school life. Parents are regularly encouraged to help in classrooms, participate in school activities such as our weekly assembly and through participation in monthly P&C meetings. Parents support the school by also accompanying their children to sporting events, competitions and other extra-curricular activities. The productive partnerships that exist are attributable to the spirit of co-operation that exists in the school community.

Each semester parents/care givers are provided with a Report Card for each of their children and they are also given the opportunity to discuss the progress of their children with classroom teachers. The 'open door' policy that exists at Glenella SS is welcoming of parents/care givers interest in discussing the progress of their children with class teachers and/or the principal in both formal and informal situations as the need arises. We encourage parents to make an appointment so that the main learning time is not disturbed. The office is the best place to start and manage this process.

Respectful relationships programs

From 2008 onwards Glenella SS has participated in the School Chaplaincy Project having a Chaplain available to generally assist in classrooms and school related activities. The Chaplain is available to work one-on-one with students, parents or staff should the need arise. This service is well received and supported by students, parents and staff. Glenella SS addresses bullying through its Responsible Behaviour Plan for Students. We believe the best way to address any problems with bullying is to take a strong, proactive stance. We also believe that all stakeholders need to have an understanding of what bullying means, the behaviours it includes, how it makes people feel and what to do if it is experienced or seen in action. At Glenella SS whilst we don't have many problems in this area, we encourage the use of strategies that include using friendly language, ignoring, walking away, speaking firmly, enlisting peer support and reporting to school staff to ensure bullying is appropriately managed with successful outcomes for all concerned. At Glenella SS we also use the principles and over-arching program You Can Do It! This is a productive relationships and Positive Behaviour Program designed to promote great behaviour as well as address behaviours which need improvement.

We have 4 Major School Rules

BE SAFE

BE A LEARNER

BE RESPECTFUL

BE RESPONSIBLE

We encourage and reward behavior that is positive and aligns to Matrix of Behaviour at Glenella State School.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	1	9
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Through the development of the Glenella SS School Environment Management Plan (SEMP), the school acknowledges and implements a number of strategies to reduce its environmental footprint. Waste streaming, waste minimisation, recycling, water efficiency measures and participation in the National Solar Schools Program have all contributed to addressing our use of electricity and water. Over future years we will continue to implement strategies that will endeavour to reduce our environmental footprint whilst also acknowledging our increasing enrolments and the increasing costs of utilities such as electricity and water.

Through the Ergon Energy Grant we have managed to utilise our water tanks to water and care for our vegetable gardens as well as other garden beds.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	79,326	585
2014-2015	85,076	491
2015-2016	85,122	983

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

We are extremely lucky in that we do have a high level of staff turnover which promotes consistency and understanding across all cohorts at Glenella. Our teaching staff are made of experience and younger teachers with a strong work ethic. All are dedicated to innovative practices as well as things we know work and will continue to improve our students learning.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	12	9	0
Full-time Equivalent	10	5	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	10
Diploma	2

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$15, 589

The major professional development initiatives are as follows:

- Proportional Reasoning in Math's
- Future Leaders in Education
- 'Aus Identities' – Behaviour Profiling
- Maths PD – Number and Reasoning
- Growth Coaching and Mentoring
- You Can Do It! –Positive Behaviour Professional Development
- AUTISM In the Classroom – Workshop
- Business Service Manager Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

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 2016.

Performance of Our Students

Key Student Outcomes

Percentage of students achieving A-C			
ENGLISH	2016 %	MATHS	2016 %
YEAR 1	78%	YEAR 1	78%
YEAR 2	86%	YEAR 2	86%
YEAR 3	92%	YEAR 3	84%
YEAR 4	96%	YEAR 4	89%

YEAR 5	100%	YEAR 5	69%
YEAR 6	92%	YEAR 6	86%

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	87%	91%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

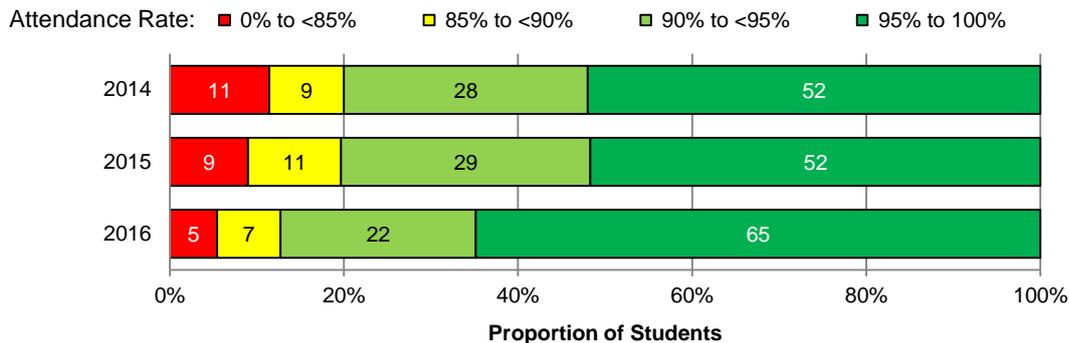
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	95%	93%	95%	90%	95%	94%	89%					
2015	92%	95%	93%	94%	91%	96%	94%						
2016	94%	94%	96%	95%	96%	95%	96%						

*Attendance rates effectively count 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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Attendance is checked twice daily by classroom teachers at the beginning of each school day and again immediately after the lunch break as part of our management and recording of attendance and absenteeism. Phone calls are made to parents of students who have an unexplained absence.

Overall school management practices that support classroom teachers as part of our management and recording of attendance and absenteeism include:

Students who arrive late to school are to be accompanied to the school administration by their parents/care givers where the late arrival is explained in the relevant register and students are given a late slip to pass on to their class teacher on arrival at the classroom.

Students who seek permission to leave the school grounds during the day are requested to bring a note from home and/or have parents/care givers contact the school to explain the reason for the student needing to leave the school grounds and what time it is planned to take place. When students are picked up parents/care givers are requested to meet the student at the administration area where the parent/care giver signs the student out in the appropriate register.

Parents/care givers explain absences by phoning and/or emailing the school on a daily basis.

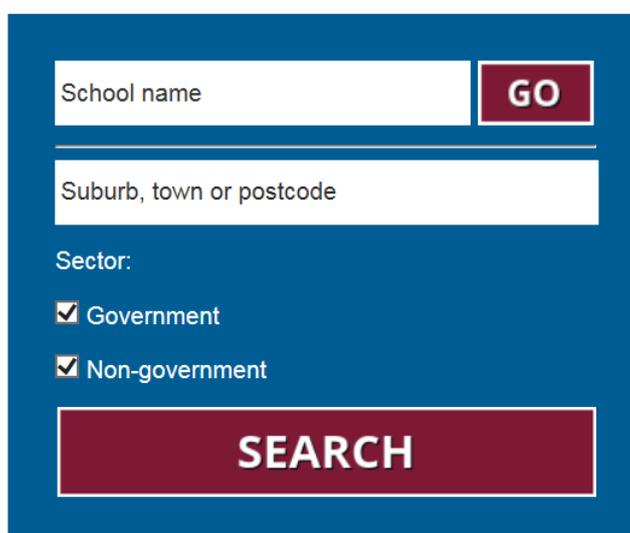
The Principal follows up on unexplained and/or absences in excess of three days.

NAPLAN

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

Conclusion

We are the smallest state school closest to the heart of Mackay. Being small doesn't mean that our students miss out on any opportunities. We offer Music to all grades, sporting opportunities for our athletes, extra-curricular academic competitions and challenges as well as an exceptional alternative program for students who need some variety in the education to help them demonstrate their ability. The biggest difference we are able to offer such programs at a higher quality due to our size and individual management of our students. Being the principal here is a privilege and one that is felt right across our talented staff.

