


QUEENSLAND STATE SCHOOL REPORTING - 2010

Glenella State School (0313)

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Principal's foreword

Introduction

As a State School in Queensland, we cater for all students who wish to attend our facility. Glenella is a caring and disciplined setting. We are focussed on the provision of a high quality education for Prep and Primary aged students (P-7). The focus of this education is Literacy and Numeracy; however we recognise these are not the sole components of a high quality education. In our ever changing society we are conscious of the need to provide children with academic, technological, social, physical and emotional skills that will enable them to function effectively within their society. The school community has chosen to differentiate via an environmental model allowing children to benefit from our school and neighbouring environments. A co-operative spirit is reflective of the school and community relationship incorporating a broader community responsibility of developing students who are socially responsible.

This annual report will provide a snap shot of our school in 2010. From the school progress towards its goals in 2010 to the performance of our students in national testing and beyond to the future outlook of the school.

The report will be available online at the school's website and upon request from the school's administration desk.



School progress towards its goals in 2010

Key priorities of the 2010 annual operational plan	Progress
<ul style="list-style-type: none"> • Learning and attainment <ul style="list-style-type: none"> ○ Focused teaching of inference in reading in all year levels, grammar and punctuation across all year levels, and spatial awareness in numeracy ○ Moving the middle bands in NAPLAN ○ Development of more sophisticated problem solvers • Engagement <ul style="list-style-type: none"> ○ Develop the extension program ○ Integrate the delivery of learning support in the classroom ○ Monitor and review NAPLAN results ○ Provide training opportunities to teacher aides in speech therapy, THRASS, support-a-reader and metalinguistics ○ Utilise teacher aides to deliver teacher designed activities • Wellbeing <ul style="list-style-type: none"> ○ Implement safe and healthy schools program ○ Maintain responsible behaviour plan which includes national safe schools framework ○ Maintain Smart Choices program in co-operation with the Glenella store ○ Maintain Smart Moves program throughout the school • Sustainability <ul style="list-style-type: none"> ○ Continue to use the water in tanks for play area irrigation ○ Investigate solar hot water devices for each block and solar power generation mechanisms ○ Repair identified areas including retaining wall around tennis court • Local priorities <ul style="list-style-type: none"> ○ Further develop use of the networked system allowing all staff to access relevant curriculum, policy and procedural documentation ○ Maintain communication channels with P&C ○ Update website fortnightly with newsletter, current photos and other relevant data as it becomes available 	<ul style="list-style-type: none"> ✓ Each of the identified areas were explicitly planned across all year levels ✓ 40% of more of all students in year 5 moved into NAPLAN bands 7, 8 or 9 in each strand ✓ Classroom differentiation addresses the needs of any student identified as requiring extension ✓ The whole school support and intervention policy was revised and implemented ✓ Teacher aides were provided professional opportunities in all identifies areas ✓ Teacher used their planning to identify the effect use of the teacher aide resource ✓ All identified plans and programs were maintained and implemented in 2010 ✓ The school environmental management plan was drafted and implemented in 2010 to address the priorities identifies as well as other sustainable futures issues ✓ The networked system was fully utilised to provide high quality communication and access to relevant documentation to all staff members ✓ The P&C were active in the consultation and implementation of the school operation plan 2010 ✓ The website was updated successfully and maintained with relevant and current information

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Future outlook

2011 KEY PRIORITY		STRATEGIC OBJECTIVE	STRATEGIES
Priority Area <ul style="list-style-type: none"> • Systemic priority • Strategic Plan priority • Local emerging priority 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • Sustained improvement to student performance 	<ul style="list-style-type: none"> • Establishing inspirational goals of school achievement • Negotiating with teachers to establish inspirational goals for year level cohorts • Establish areas of focus for 2011 – <i>Reading, Spelling and Assessment Portfolios</i> • Engage the PPO's Literacy and Numeracy to provide professional development to staff
Priority Area <ul style="list-style-type: none"> • Systemic priority • Strategic Plan priority • Local emerging priority 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • Ambitious targets to increase the number of students achieving in the upper two bands – <i>moving the middle</i> 	<ul style="list-style-type: none"> • Triangulate student data to identify students with potential to move into the upper two bands (naplan) • Allocate targeted teacher aide allocation to support students (year 3, 5, 7) identified as able to potentially move into the upper two bands (naplan) – pre naplan 2011 • Allocate targeted teacher aide allocation to support students (year 2, 4, 6) identified as able to potentially move into the upper two bands (naplan) post naplan 2011
Priority Area <ul style="list-style-type: none"> • Systemic priority • Strategic Plan priority • Local emerging priority 	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • School-wide access to the explicit teaching of higher order think skills 	<ul style="list-style-type: none"> • Allocate teacher resource for the implementation and explicit teaching of higher order thinking skills • Teachers integrate higher order thinking skills into teaching practice and student assessment
Priority Area <ul style="list-style-type: none"> • Systemic priority • Strategic Plan priority • Local emerging priority 	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • A consistent whole school internal monitoring system for identifying and responding to individual, class, and school educational needs 	<ul style="list-style-type: none"> • Continue to imbed the whole school internal assessment and monitoring system (developed 2010) • ST:L&N to support teachers in identifying teaching strategies that response to individual, class, or school data
Priority Area <ul style="list-style-type: none"> • Systemic priority • Strategic Plan priority • Local emerging priority 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • Workforce reforms to better support teaching and learning 	<ul style="list-style-type: none"> • Continue to implement the developing performance framework with all staff • Allocate funding to best support the key areas of the <i>workforce development plan</i> that enhance learning opportunities for students • Promote a culture of staff seeking their own professional development opportunities that follow the strategic direction of the school. <i>Therefore, sharing professional development information in a timely manner</i>
Priority Area <ul style="list-style-type: none"> • Systemic priority • Strategic Plan priority • Local emerging priority 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Continued focus on transition to Australian Curriculum 2012 	<ul style="list-style-type: none"> • Engage in the QSA transition workshops • View and discuss the planning templates and exemplars • Follow the advice and guidelines available on the QSA website • Engage in professional development organised to support the state implementation

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: PREP, 1, 2, 3, 4, 5, 6, 7.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
169	83	86	86%

Characteristics of the student body:

Total Enrolment	Non-Indigenous	Indigenous	Total
Feb 2008	176	7	183
July 2008	174	7	181
Feb 2009	167	9	176
July 2009	157	11	168
Feb 2010	163	13	176
July 2010	156	13	169

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	19	75%	75%	0%	25%
Year 4 – Year 7	22	100%	100%	0%	0%
All Classes	21	88%	88%	0%	13%

School Disciplinary Absences

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

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

To further enhance our core curriculum our school uses the **Tomorrow's Citizens: Skills for success in the 21st Century**. It has been designed to support schools perform the important role of preparing students for life opportunities by developing *knowledge, skills, values and attitudes necessary for success in the 21st century. Tomorrow's Citizen*.

Our school also teaches **Higher Order Thinking Skills** – A whole school approach provides a scope and sequence for the introduction of thinking skills at specific year levels has an outstanding result in achieving highly developed thinkers.

Extra curricula activities

Wakakiri – Artistic and cultural experience building self-awareness and team spirit

Environmaniacs – Environmental Education Program including care of the school grounds and school animals (chickens and bees)

Sporting Teams – A range of sporting opportunities are available from season to season. Student numbers and interest areas dictate which sports have a focus each year

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICTs) are embedded into the curriculum. Our school has a network that extends to every building within our schools grounds. As ICTs are required or needed to further enhance the teaching of the curriculum is it utilised seamlessly by both teacher and student. Students have access to computers during class time and during breaks using the departmental managed operating environment.

Our school has two interactive whiteboards that are used to assist the teaching and learning in those classrooms. Our school also has programmable robots that can be used for a wide variety of learning opportunities. The school computer lab is utilised as a teaching space that is equipped with a data projector and twenty stand-alone computers.

Social climate

The population is varied socio-economically and racially. This has added to the healthy mix of the school community. In 2008 we introduced a Chaplain to our school staff in co-operation with North High and North Primary Schools. She has brought an additional support mechanism for our students, which is very well received and utilised. In 2009 and 2010 the community have utilised this service to an even greater degree!

Parents remain satisfied with student behaviour at the school. They also believe that their children are safe at this school. Behaviour is not a significant issue at Glenella as the whole school plans and employs consistent quality teaching and disciplinary practices and procedures.

BULLYING (extract from the Glenella State School Responsible Behaviour Plan for Student 2010 – 2012)

Bullying involves physical and emotional behaviours that are intentionally controlling and hurtful. Bullying is a serious problem that creates a climate of harassment and fear at school. Victims experience a sense of isolation and loss of self-confidence. Those who bully face rejection by teachers and peers, school failure, and anti-social behaviour patterns that can continue well into adulthood. To reduce bullying, the school community needs to understand and agree upon what bullying means and the behaviours that will not be tolerated. Here are some examples of bullying behaviours.

PHYSICAL BULLYING BEHAVIOURS	EMOTIONAL BULLYING BEHAVIOURS
Hitting	Making fun of
Poking	Incessant teasing
Shoving	Name-calling
Jabbing	Threatening
Fighting	Mocking / Putting down
Unwanted touching	Gossiping
Blocking	Punching
Stealing	Making offensive racial, sexist or sexual comments
Graffiti	Ganging up on
Pinching	Belittling
Chasing and cornering	Shunning
Tripping	Ignoring
Vandalising	Lying
	Cyber bullying

At Glenella we believe that the best way to address the problem of bullying is to take a strong, proactive stance.

During class:

- Find out from your class the kinds of bullying problems that go on at school so they can be dealt with.
- Be sure students understand what bullying means; the behaviours it includes; how the victims, bullies, and bystanders might feel; and what to do when they or someone else is bullied. (SPEAK FRIENDLY, IGNORE, WALK AWAY, SPEAK FIRMLY, REPORT)
- Model appropriate behaviour and language to students including language that describes behaviour not people. "You have done a silly thing" NOT "You are silly"
- Inform students about BULLY BOX (outside office area) and SAFETY ZONE (library stairs)
- Let students know that you and the other adults at the school will take immediate and strong action when you see students bullying one another. Find out what happened by talking with those involved and inviting their input as to how the problem can be solved.
- Talk regularly with your students about positive ways to treat and deal with one another. Discuss with the students that they can move on from an experience and become resilient and get over situations.
- Teach specific lessons that outline strategies, and/or role play situations in a supervised manner, that teaches children how to deal with bullies and teaches bullies what it feels like to be bullied.

Our school at a glance

Parent, student and teacher satisfaction with the school

The Students' Opinion Survey results were similar to the state for all Performance Areas in 2010 and the Staff Opinions were similar in most Areas. The Parents' level of satisfaction was also similar to the state with their level of satisfaction with the School-Community Relations being identified as above the state.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	87%
Percentage of students satisfied that they are getting a good education at school	82%
Percentage of parents/caregivers satisfied with their child's school	90%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	57%
Percentage of staff members satisfied with morale in the school	67%

Involving parents in their child's education.

Involving parents in their child's education has always been a priority at Glenella. Parents were involved in a plethora of activities ranging from morning reading and fitness to P&C meetings and sports days. There has been a notable increase in parents attending parade on Monday. Parents have also accompanied their children to district events such as maths competitions, chess challenges and the like. Parental opinions continue to be sought and we have used P&C and specific meetings to inform and involve parents.

The productive partnerships have been possible due to the hard work of all staff and the spirit of co-operation that exists between staff and parents. Teachers are appreciated in this community and their efforts are acknowledged

Parent education will become an increasing issue for the school community, as we grow our student population and welcome into our community many new families, many who are first time school parents.

Reducing the school's environmental footprint

To date, Glenella State School has reduced electricity use by 22%, and water use by approximately 25% since a baseline was set in 2007. Rain water tanks, solar collection panels, and energy efficient lighting has been installed by the Queensland Government. The school is attempting to embed a waste education manifest within the minds of the community. Poultry and worms are being kept to allow for the reduction of removable waste; paper is shredded and placed around the school as a ways of retaining water in the gardens; and garden waste is utilised in weed control and moisture retention in the gardens around the school.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$31,442	\$16,572	\$8,790	\$1,364	\$2,486	\$0	\$2,230	71,766	1,613	0
2009	\$18,885	\$6,912	\$0	\$0	\$1,110	\$0	\$10,863	45,352	840	0
% change 2009 - 2010	66%	140%	N/A	N/A	124%	N/A	-79%	58%	92%	N/A

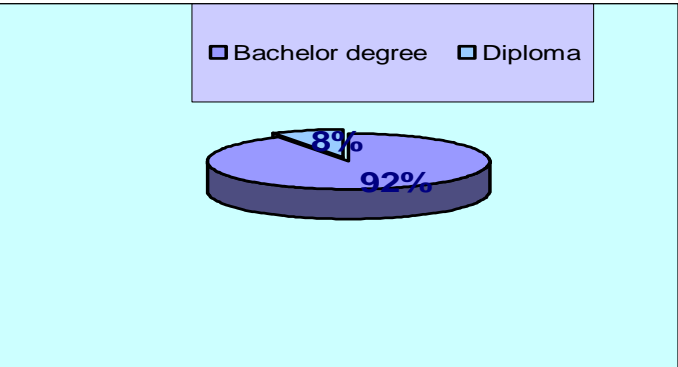
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	12	7	0
Full-time equivalents	11	4	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Bachelor degree	11
Diploma	1



A 3D pie chart illustrating the distribution of qualifications among classroom teachers and school leaders. The chart is divided into two segments: a large blue segment representing Bachelor degrees at 92%, and a smaller grey segment representing Diplomas at 8%. A legend above the chart identifies the colors: a blue square for 'Bachelor degree' and a grey square for 'Diploma'.

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 were \$10 600.

The major professional development initiatives are as follows:

- Support-A-Talker
- OneSchool
- Seven Steps to Writing
- Development of Criteria Sheets
- Science Sparks
- Developing Professional Groups within the school
- Risk Assessment
- Asbestos training

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, 91% 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 93%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	90%	95%	94%	93%	94%	94%

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 taken twice daily – Morning and Afternoon. Parents must inform the classroom teacher or the school office when a student needs to absent for part of the day. In the event of a long term unexplained absence parents will be contacted by the Principal.

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.

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 whose NAPLAN results you wish to view, and select **<GO>**.

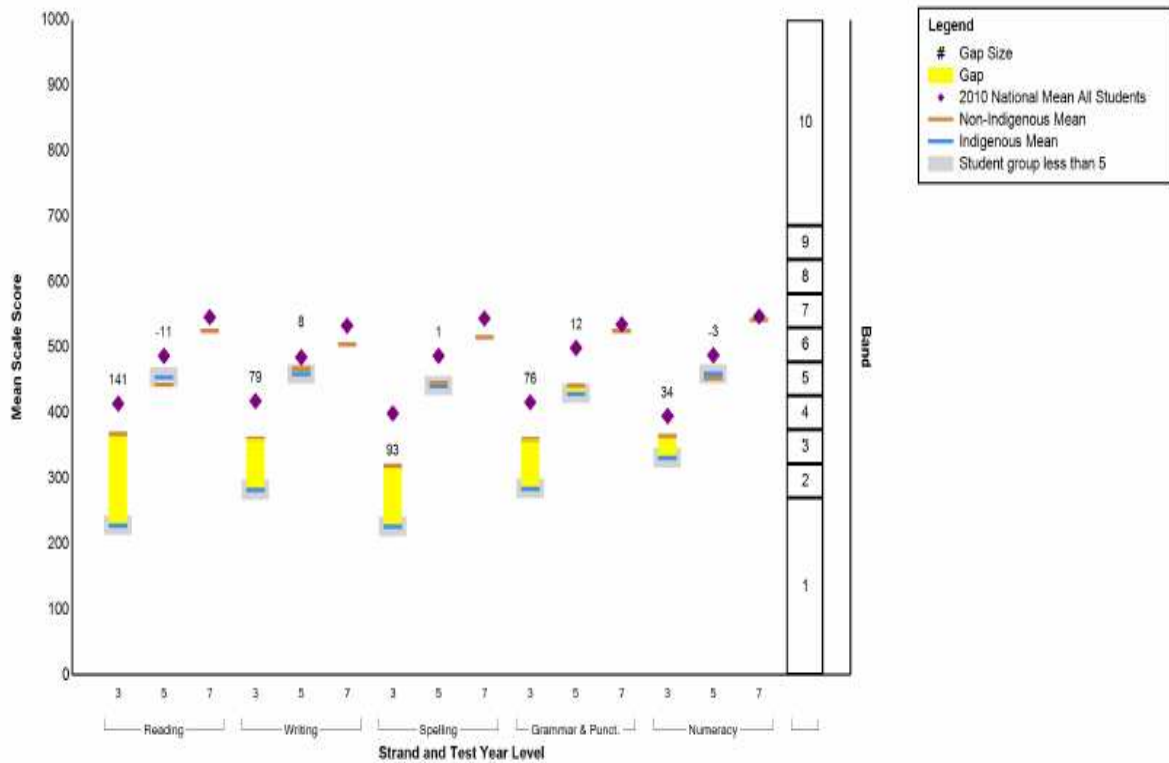
Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

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

Glenella State School (0313)

2010 NAPLAN Indigenous / Non-Indigenous Gap in Mean Scale Score - Summary - Individual School



NOTE:

- This report is generated based on the student demographic information provided on the NAPLAN tests which may differ from the information recorded at the school.
- Only students who sat the test at the selected school are included in the calculations.
- The Gap Size is calculated as the Non-Indigenous Mean minus the Indigenous Mean.
- In 2007, a half cohort of Prep was introduced; 2008 was the first year of a full cohort of Prep students. These students are, on average, 3 months and 6 months older than previous cohorts, respectively. They have both participated in one more year of schooling. These factors should be considered when interpreting NAPLAN results from 2010 onwards.
- Please refer to the Explanatory Notes for further information about this report.