

Queensland State School Reporting – 2011

Glenella State School (0313)



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Principal's foreword

Introduction

This Annual Report helps the school to share with parents and other members of the school community information about the school, its strengths and its performance for 2011. The Annual Report includes contextual information such as the curriculum, opportunities for parental involvement and extra curricula activities, as well as student outcome data such as the national Literacy and Numeracy (NAPLAN) Tests.

Interested people can access this Annual Report via our school website or from the school administration upon request.

Our School Vision – Glenella State School, with its caring but disciplined environment, offers a high quality education, focusing on literacy and numeracy outcomes, while fostering technological and environmental awareness that will enhance future and lifelong learning.

Our School Purpose – Is to provide our school community with the highest quality educational environment in which to teach and learn. Creating an educational hub that focuses on literacy and numeracy while fostering technological and environmental awareness that will encourage life-long learning.

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School progress towards its goals in 2011

2011 Key Priorities outlined in the Annual Operational Plan included:

Strategic Objective	Progress
Sustained improvement to student performance.	Yr 2 Net – Mean score improvements in Reading, Writing and Number from 2010 to 2011. NAPLAN – Mean score improvements across Reading and Spelling in Yr 3, 5 & 7 from 2010 to 2011.
Ambitious targets to increase the number of students achieving in the Upper 2 Bands of NAPLAN.	The percentage of students achieving in the Upper 2 Bands of NAPLAN is statistically similar to the Nation in most areas for 2011 with Yr 7 Writing being statistically above the nation.
School-wide access to the explicit teaching of Higher Order Thinking Skills.	Higher Order Thinking Skills embedded in teaching planning, preparation and delivery.
A consistent whole school Internal Monitoring system for identifying and responding to individual, class and school educational needs.	Teacher off-line one day per week to develop Internal Monitoring system. Internal Monitoring system shared with Regional Office staff for final development and implementation in 2012.
Workplace Reforms to better support teaching and learning.	Developing Performance Framework introduced to teaching staff for further development in 2012.
Continued focus on transition to the National Curriculum for implementation in 2012.	Action Plan developed and implemented successfully as preparation for Australian Curriculum implementation in 2012.

Future outlook

Our school has set our 2012 focus areas for School Improvement as:

- Reading with a particular focus on fluency and vocabulary.
- Reading Comprehension.
- Spelling with a particular awareness of and response to student's progression through the developmental stages for word study.

Our school has agreed to the implementation and use of an Internal Monitoring & Assessment Plan. This Plan monitors student progress in the focus areas above and across the curriculum generally to inform our teaching practice.

The consistent implementation of curriculum, explicit teaching and assessment will deliver improved learning and achievement and through a personal and school-wide commitment, underpinned by instructional leadership and high expectations from all staff at Glenella State School.

Our school at a glance

School Profile

Coeducational or single sex: Glenella SS is Coeducational school.

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
175	90	85	89%

Characteristics of the student body:

The majority of students attending Glenella SS are of European background and come from English speaking backgrounds. 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 and South Africa. Similarly there is a low percentage of Indigenous student's attending the school. Our enrolments are slowly increasing and tend to sit closer to 185 students on average.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	22
Year 4 – Year 7	22
All Classes	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	7
Long Suspensions - 6 to 20 days	3
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings include:

- During 2011 the school enhanced its core curriculum by aligning its curriculum plan to Tomorrow's Citizens: Skills for Success in the 21st Century. This alignment assisted the school to perform the important role of preparing students for life opportunities by developing *knowledge, skills, values* and *attitudes* necessary for success in the 21st century, i.e. Tomorrow's Citizen's.
- Transitions Programs are offered to assist students as they enter and exit our school. Prep Orientation sessions are run in Term 4 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. Our Yr 7 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 in Yr 8.

Extra curricula activities and successes include:

- Wakakirri – an artistic and cultural experience building self-awareness and team spirit.
- Environmaniacs – an environmental education program that includes the care of plants and gardens in the school grounds along with care and responsibility for the schools chickens and bees.
- Sporting Opportunities – students are offered a range of sporting opportunities via inter-school sport and representative sport throughout the school year.

How Information and Communication Technologies are used to assist learning:

Glenella SS acknowledges that ICT's are embedded and integrated through classroom teaching programs and thus ICT's are seen as integral parts of teaching and learning on a daily 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.

Social climate

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

- Students, in School Opinion Surveys, reported an 84.6% satisfaction 'that you are safe at this school'.
- Parents, in School Opinion Surveys reported an 76.7% satisfaction 'that your child is safe at this school', an 76.6% satisfaction 'that your child is treated fairly at this school' and an 73.3% satisfaction 'that your child is happy to go to this school'.

In 2008 Glenella SS introduced a Chaplain to our school staff which has brought an additional support mechanism for our students and staff. This service is well received and supported by students, parents and staff.

Glenella SS acknowledges 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 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 – use friendly language, ignore, walk away, speak firmly, report and support one another.

Our school at a glance

Parent, student and teacher satisfaction with the school

The overall satisfaction of students, parents and staff at Glenella SS is generally in the satisfied area.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	77%
Percentage of students satisfied that they are getting a good education at school	90%
Percentage of parents/caregivers satisfied with their child's school	80%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	61%
Percentage of staff members satisfied with morale in the school	59%

DW – Data withheld

Involving parents in their child's education

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 curricula 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.

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.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	63,980	738
2010	0	0
% change 10 - 11	N/A	N/A

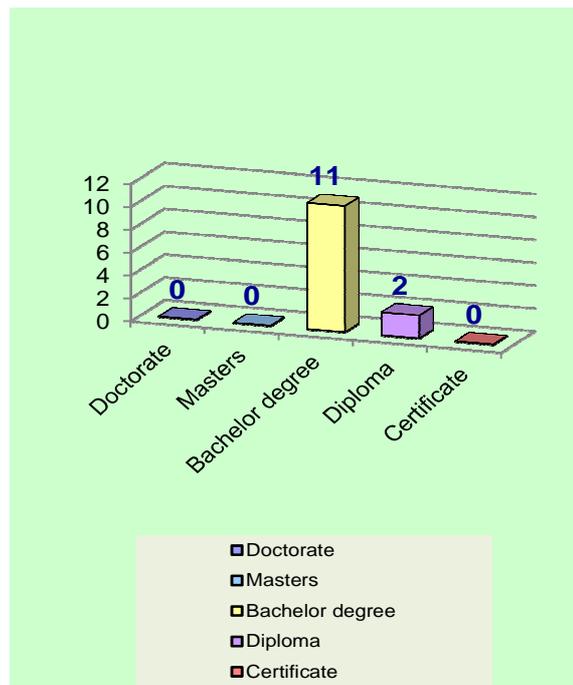
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	13	8	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
Doctorate	0
Masters	0
Bachelor degree	11
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$9 461.

The major professional development initiatives are as follows:

- Systemic – e.g. Code of Conduct, Asbestos Training, Risk Assessment Training etc.
- School based – Preparation for the Implementation of the National Curriculum and various internal activities conducted as part of our weekly Staff Meeting cycle.

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 94% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 67% 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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

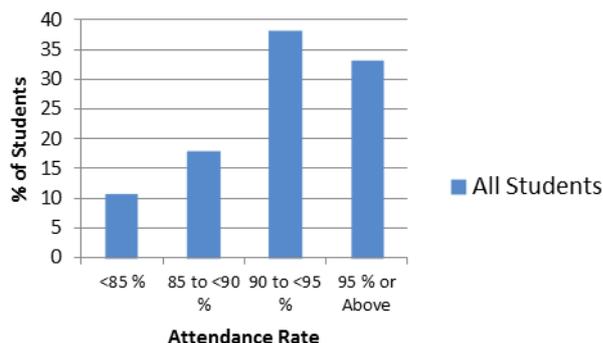
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	93%	92%	93%	91%	92%	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.

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.

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

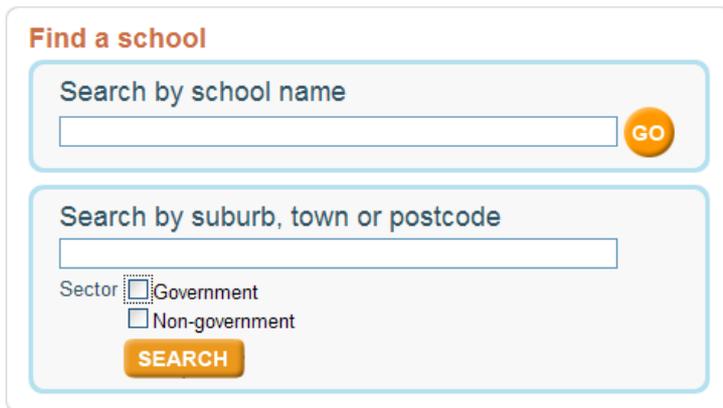
- Students who arrive late to school are to be accompanied to the school administration by their parents/care givers where the late arrival is explained in the relevant register and students are given a late slip to pass on to their class teacher on arrival at the classroom.
- Students who seek permission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

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, 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", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" selected, and a "Non-government" checkbox. Below these options 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

The 'Closing the Gap Education Strategy' is the departments overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Yr 3 reading, writing and numeracy by 2012; close the gap in students attendance by 2013; and close the gap in Yr 12 retention by 2013.

Generally the Indigenous students at Glenella SS have comparable educational results and attendance records to non-Indigenous students at the school. During 2011 there were no Indigenous students in Yr 3 so we are unable to comment on Yr 3 reading, writing and numeracy. Student attendance of Indigenous and non-Indigenous students varied by 4.9% respectively in 2011 which is slightly greater than previous years due to unforeseen circumstances.