Glenella State School

Queensland State School Reporting

2013 School Annual Report

Postal address	35-55 Hill End Road Glenella Mackay 4740
Phone	(07) 4969 2333
Fax	(07) 4969 2300
Email	the.principal@glenellass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person	Cliff Powys

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 2013. The Annual Report includes contextual information such as the curriculum, opportunities for parental involvement and extra-curricular 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* – 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 by following Education Queensland's preferred method of delivery, The Dimensions of Teaching and Learning. 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, where students are taught literacy and numeracy explicitly with regular and authentic feedback to ensure they are not only improving, but also achieving.

School progress towards its goals in 2013

PRIORITY AREA	ACTIVITIES	OUTCOMES
Numeracy Attainment	Implement twice yearly target setting for all students	• 100% of student targets recorded and accessible to teaching staff • 100% of ST:L&N time used to improve individual student data
Improvement in Vocabulary, Reading and Spelling	Professional Development Provided to all staff in Vocabulary All students to be explicitly taught vocabulary	• 100% of teacher participation • 85% of students show improvement in vocabulary knowledge and skills.
Consistent Classroom Pedagogical Practices and Explicit Instruction	Pedagogical Framework Developed Develop and Implement Peer Coaching and Feedback process	• 100% of teacher participation • Consistent practice across all classrooms • Explicit Instruction embedded in all classrooms across the school
Australian Curriculum Implementation	Continue to review and align Whole School Curriculum, Assessment and Reporting Plan with QCARF and Australian Curriculum	• 100% of teaching staff consistently implementing Australian Curriculum content descriptors and teaching practices in all classrooms.

Future outlook

• PRIORITY AREA	• ACTIVITIES	• TARGETS
Improvement Area – Numeracy	**Individual Student Goals and Targets recorded and tracked by teaching staff** Great Results Guarantee funds to be targeted towards improvement and achievement in NAPLAN	**Improve student achievement in the Upper 2 Bands of NAPLAN in Year 5 Numeracy from 29.6% to 40%** **Increase the percentage of student achieving a level C or higher in Math across P-2 cohort from 90.5% to 94%**
Implement Pedagogical Framework	**Coaching and Feedback Processes Implemented**	**Improved student outcomes due to improved pedagogy at Glenella State School**

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Improvement Area – Writing	Implement school wide approach to the teaching of writing – in the criteria of Ideas and Cohesion. Implement 7 steps to writing success in classrooms from Year 2-7.	Improvement in Prep-2 English achievement form 84.6% to 90%

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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	175	90	85	89%
2012	187	105	82	92%
2013	176	94	82	89%

Student counts are based on the Census (August) enrolment collection.

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- **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 & 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.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	20	19
Year 4 – Year 7 Primary	22	17	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	7	5	8
Long Suspensions - 6 to 20 days	3	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Curriculum offerings

Our distinctive curriculum offerings

- In 2013 the school enhanced its whole-school Curriculum Plan by introducing the Australian Curriculum in the Learning Areas of English, Maths and Science. Our school Improvement Agenda was aligned with our Curriculum Plan and teacher delivery of content was undertaken by following Education Queensland's preferred method of delivery, the Dimensions of Teaching and Learning. Aspects of Explicit Instruction (E.I) were introduced, developed and implemented in classrooms across the school, thus ensuring the Central Queensland Region priority area of E.I was attended to within the school.

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 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 the following year.

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 2013 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. Outside the school, students participated in activities including 'Kids Teaching Kids', where students from Glenella SS offered learning opportunities for students from other schools.

- Sporting Opportunities – students are offered a range of sporting opportunities via inter-school sport and representative sport throughout the school year.

- 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 in 2011 will again be offered in 2013.

How Information and Communication Technologies are used to assist 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.

Social climate

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:

- **Students, in School Opinion Surveys, reported a 100% satisfaction in regards to 'I feel safe at my school'.**

- **Parents, in School Opinion Surveys, reported a 97% satisfaction in regards to 'my child feels safe at this school'.**

- **Students, in School Opinion Surveys, reported a 93% satisfaction in regards to 'teachers at my school treat students fairly'.**

- **Parents, in School Opinion Surveys, reported a 93% satisfaction in regards to 'teachers at this school treat students fairly'.**

- **Students, in School Opinion Surveys, reported a 100% satisfaction in regards to 'student behaviour is well managed at my school'.**

- **Parents, in School Opinion Surveys, reported a 93% satisfaction in regards to 'student behaviour is well managed at this school'.**

- **Students, in School Opinion Surveys, reported a 100% satisfaction in regards to 'I like being at my school', 'I would recommend my school to others' and 'this is a good school'.**

- **Parents, in School Opinion Surveys, reported satisfaction in regards to 'my child likes being at this school' (100%), 'I would recommend this school to others' (93%) and 'this is a good school' (96%).**

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.

Parent, student and staff satisfaction with the school

The overall satisfaction of students, parents and staff at Glenella SS is generally in the satisfied area. We enjoy strong support from our P&C and that is reflected in our ability to secure parent volunteers and helpers in classrooms and for special projects.

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)	94%	93%
this is a good school (S2035)	97%	97%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	97%	97%
their child's learning needs are being met at this school* (S2003)	97%	90%
their child is making good progress at this school* (S2004)	94%	89%
teachers at this school expect their child to do his or her best* (S2005)	97%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%
teachers at this school motivate their child to learn* (S2007)	94%	97%
teachers at this school treat students fairly* (S2008)	94%	93%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%
this school works with them to support their child's learning* (S2010)	90%	93%
this school takes parents' opinions seriously* (S2011)	90%	97%
student behaviour is well managed at this school* (S2012)	94%	93%
this school looks for ways to improve* (S2013)	94%	97%
this school is well maintained* (S2014)	91%	97%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	98%
they like being at their school* (S2036)	100%	91%
they feel safe at their school* (S2037)	100%	96%
their teachers motivate them to learn* (S2038)	100%	98%
their teachers expect them to do their best* (S2039)	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%
teachers treat students fairly at their school* (S2041)	93%	96%
they can talk to their teachers about their concerns* (S2042)	100%	98%

their school takes students' opinions seriously* (S2043)	100%	98%
student behaviour is well managed at their school* (S2044)	100%	96%
their school looks for ways to improve* (S2045)	100%	98%
their school is well maintained* (S2046)	100%	98%
their school gives them opportunities to do interesting things* (S2047)	100%	98%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	93%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	86%
student behaviour is well managed at their school (S2074)	79%
staff are well supported at their school (S2075)	86%
their school takes staff opinions seriously (S2076)	79%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	93%
their school gives them opportunities to do interesting things (S2079)	93%

* 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.

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Our school at a glance

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-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.

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	
	Electricity kWh	Water kL
2010-2011	63,980	738
2011-2012	75,839	641
2012-2013	70,040	617

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	12	8	0
Full-time equivalents	10	4	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	0
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	**13**
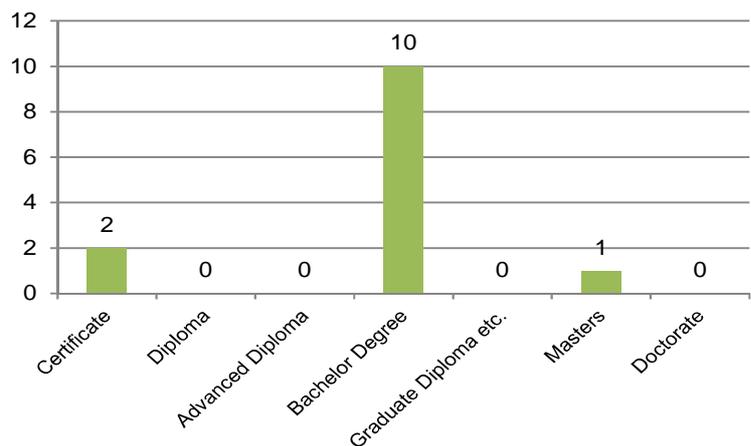
* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $ 4393.79.

The major professional development initiatives are as follows:

- **Systemic – e.g. Code of Conduct, Asbestos Training, Risk Assessment Training etc.**

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- **School based – i.e. related to 2013 school goals, including the school Improvement Agenda, Internal Monitoring system,**

- **Implementation of the Australian Curriculum and teaching staff Collegial Observation & Feedback processes.**

These activities were implemented via Student Free Days, Teacher Staff Meetings & Juncture Meetings and external providers.

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.	94%	97%	92%

Proportion of staff retained from the previous school year

From the end of the previous school year, 59% 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.**

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.

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Key student outcomes e

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	94%	95%

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	92%	93%	92%	93%	91%	92%	93%					
2012	96%	95%	96%	93%	95%	92%	90%					
2013	95%	96%	96%	95%	96%	94%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

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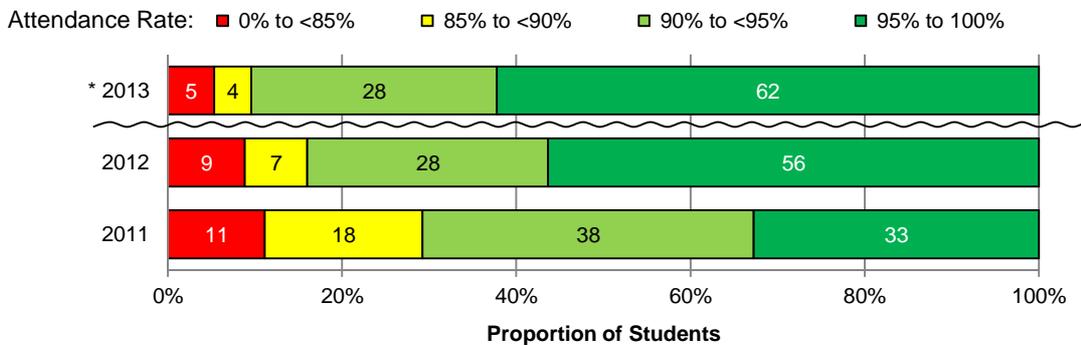
* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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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.

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.**

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

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SEARCH

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.

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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.

In regards to the state-wide targets for Queensland state schools, Glenella SS data for 2013 displays:

- A very small gap size exists between the NAPLAN Yr 3 Mean Scale Scores in Reading, Writing and Numeracy of Indigenous and non-Indigenous students at our school, with all student achievements similar to 2013 Qld state school means and National means for all students.
- Student attendance of Indigenous and non-Indigenous did not vary greatly in 2013