Glenella State School
Queensland State School Reporting
2015 School Annual Report

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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, it's strengths and it's performance for 2015. 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 parents and guardians 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 2015

PRIORITY AREA	ACTIVITIES	OUTCOMES
Numeracy Attainment	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	• 100% of student targets recorded and accessible to teaching staff • 100% of ST:L&N time used to improve individual student data

	facilitate numeracy improvement	
Writing Improvement and Attainment	Professional Development Provided to all staff in writing (7 Steps) – whole school resource collection and distribution Cluster of Schools – meeting to moderate once a term All students to be explicitly taught vocabulary	• 100% of teacher participation • 90% of students achieving C or better in Writing
Grammar and Punctuation	School-Wide approach to the teaching of grammar and punctuation Develop and Implement Peer Coaching and Feedback process	• 100% of teacher participation • Consistent practice across all classrooms • Scope and Sequecne for Grammar and Punctuation implemented across all classrooms • Year 3 MSS 442.5 (above State and Nation) • Year 5 MSS 579.8 9Substantially above State and Nation)
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.
Science Attainment	Science Units adopted and adapted to take advantage of schools location Excursion and Incursion planned to enhance science lessons	• 100% of teachers implementing Science units designed to engage and educate

Future outlook

Improvement Priority: Reading Comprehension: Character Motivation

Action
Creating a whole school approach to the delivery of Reading
Coaching Process at Glenella Implemented, concentrating on the delivery of Reading Comprehension – Character Motivation. This also includes a space for collaboration E.g. Make and Take and Share Sessions where staff can share resources, ideas etc.
Implement Individual Goals and Targets for all students – report to parents
NAPLAN Action Plan Implemented – Pre and Post NAPLAN (I4S) – data analysis focussing on proportional reasoning questions or where the strategy of proportional reasoning can be used

Improvement priority: Numeracy: Proportional Reasoning

Actions
Link with local cluster of schools. Staff will be provided a space to liaise with key staff on pedagogy and resources associated with proportional reasoning.
Coaching Process at Glenella Implemented, concentrating on the delivery of Numeracy – Proportional Reasoning. This also includes a space for collaboration E.g. Make and Take and Share Sessions where staff can share resources, ideas etc.
NAPLAN Action Plan Implemented – Pre and Post NAPLAN (I4S) – data analysis focussing on proportional reasoning questions or where the strategy of proportional reasoning can be used
Actions
Creating a culture of researched based Pedagogical Practices retaining Direct instruction as a Key Pedagogy

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	176	94	82	8	89%
2014	160	76	84	7	90%
2015	159	78	81	9	90%

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 2015, 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:

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. Our school, compared to others in the area, has an increase in our ICSEA – a measure of our schools community socio-economic rating. The economic downturn has affected our enrolments due to families seeking work ouside of Makcay.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	20	22
Year 4 – Year 7 Primary	22	26	23
Year 7 Secondary – 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.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**

Short Suspensions - 1 to 5 days	8	1	1
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.

Curriculum delivery

Our approach to curriculum delivery

In 2015 the school enhanced its whole-school Curriculum Plan by introducing the Australian Curriculum in the Learning Areas of English, Maths, History 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 consolidated, 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 6 and 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. Glenella State School is also a Stehpahnie Alexander Kitchen Garden School.

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 opportuny to choose a sport to represent the school.

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 2015 biennially.

Art Show – another artistic and cultural opprotunity 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 th 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 avaialble for students and class groups to borrow for small group work and reaseach. We also have a iPad dispatch system, which enables students to borrow a bank of iPads to use in the classroom.

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:

Parents, in School Opinion Surveys, reported a 94% satisfaction in regards to 'my child feels safe at this school'.

Parents, in School Opinion Surveys, reported a 93% satisfaction in regards to 'teachers at this school are interested in my childs well-being'.

Parents, in School Opinion Surveys, reported a 100% satisfaction in regards to 'student behaviour is well managed at this 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' (100%) and 'this is a good school' (100%).

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.
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.

Parent, student and staff satisfaction with the school

The overall satisfaction of students, parents and staff at Glenella SS is overwhelmingly 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			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	92%	100%
this is a good school (S2035)	97%	100%	100%
their child likes being at this school (S2001)	97%	100%	94%
their child feels safe at this school (S2002)	97%	100%	94%
their child's learning needs are being met at this school (S2003)	90%	92%	100%
their child is making good progress at this school (S2004)	89%	92%	94%
teachers at this school expect their child to do his or her best (S2005)	93%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	92%	88%
teachers at this school motivate their child to learn (S2007)	97%	92%	94%
teachers at this school treat students fairly (S2008)	93%	100%	93%
they can talk to their child's teachers about their concerns (S2009)	97%	92%	94%
this school works with them to support their child's learning (S2010)	93%	100%	94%
this school takes parents' opinions seriously (S2011)	97%	100%	94%
student behaviour is well managed at this school (S2012)	93%	92%	100%
this school looks for ways to improve (S2013)	97%	100%	100%
this school is well maintained (S2014)	97%	92%	88%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	91%	98%
they like being at their school (S2036)	91%	82%	98%
they feel safe at their school (S2037)	96%	91%	98%
their teachers motivate them to learn (S2038)	98%	88%	93%
their teachers expect them to do their best (S2039)	96%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	97%	95%
teachers treat students fairly at their school (S2041)	96%	76%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	98%	87%	90%
their school takes students' opinions seriously (S2043)	98%	85%	90%
student behaviour is well managed at their school (S2044)	96%	82%	88%
their school looks for ways to improve (S2045)	98%	91%	97%
their school is well maintained (S2046)	98%	91%	98%
their school gives them opportunities to do interesting things (S2047)	98%	88%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	93%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	93%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	63%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	86%	100%	100%
student behaviour is well managed at their school (S2074)	79%	93%	80%
staff are well supported at their school (S2075)	86%	100%	100%
their school takes staff opinions seriously (S2076)	79%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	93%	93%	80%
their school gives them opportunities to do interesting things (S2079)	93%	100%	100%

# '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.

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.

Queensland
Government

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 begetable gardens as well as other garden beds.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	70,040	617
2013-2014	79,326	585
2014-2015	85,076	491

*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.

Our staff profile

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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	13	8	0
Full-time equivalents	10	5	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	12
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**13**
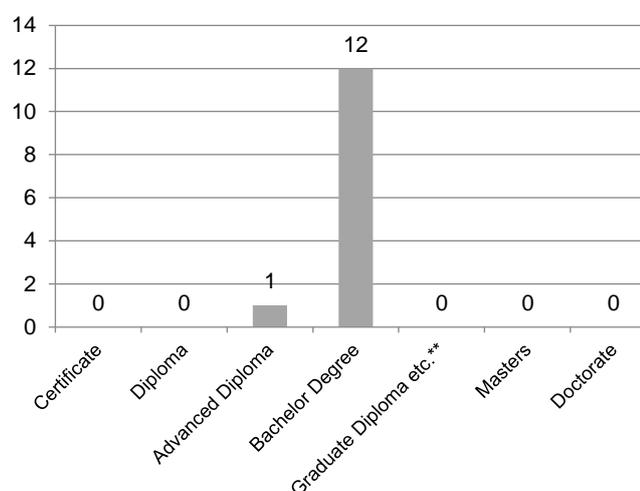
*Teaching staff includes School Leaders

**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 2015 were $ 12750

The major professional development initiatives are as follows:

- 7 Steps to Writing Success
- You Can Do it – Behaviour Program.
- First Aid
- QCAA – Proportional Reasoning
- SCORE – Literacy
- SCOPE – Problem Solving
- Principals Conference

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	92%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2015 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 **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	81%	87%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	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
2013	95%	95%	96%	96%	95%	96%	94%	94%					
2014	95%	95%	93%	95%	90%	95%	94%	89%					
2015	92%	95%	93%	94%	91%	96%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
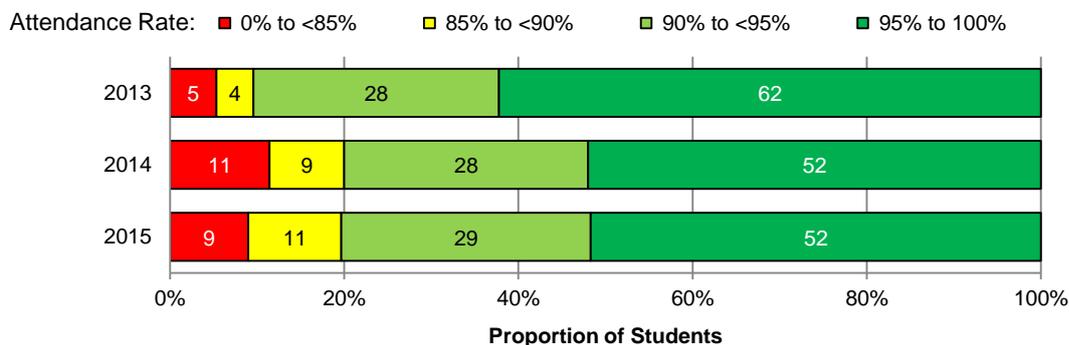
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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

School name [GO]

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

[SEARCH]

Where it says **'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.