



Glenella State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Mr Samuel Strang

# From the Principal

## School overview

Our School Vision: At Glenella State School we aspire to providing 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 School Values: Glenella State School Values are aligned to the Department of Education, Training and Employment Values. To achieve Glenella State School's Vision, we have a commitment to:

- Trust and Respect - Every stakeholder is treated with the trust and respect they deserve, whilst valuing the diversity within our school community.
- Productive Relationships – We foster and promote working in positive, productive partnerships with all stakeholders.
- Excellence and Equity – We have high expectations of our staff, students and parents along with belief in and actions aligned to fairness and impartiality with all stakeholders.
- Leadership and Accountability – We encourage strong, shared leadership and we are prepared to accept personal responsibility for our actions.
- Health, Safety and Sustainability – We promote health and well-being by creating safe and sustainable work and learning environments.

Our School Motto: Who Can? We Can!

## School progress towards its goals in 2018

PRIORITY AREA	ACTIVITIES	OUTCOMES
Numeracy – Proportional Reasoning	Implement twice yearly target setting for all students  Staff Professional Development and Resourced Identified to facilitate numeracy improvement	<ul style="list-style-type: none"><li>• 100% of student targets recorded and accessible to teaching staff</li><li>• 100% of ST:L&amp;N time used to improve individual student data</li><li>• Improvement in NAPLAN Numeracy Upper 2 Bands (A and B Students)</li></ul>
Attendance Improvement	Attendance Badges for students who have achieved 100% attendance  Individual Case Management of students with attendance lower than 85%	<ul style="list-style-type: none"><li>• Attendance improved from 92% to 95%</li></ul>
Literacy: Reading Comprehension – Character Motivation	Genre Based Approach to writing components within English  Character Motivation exemplars and templates used when planning with teachers for students	<ul style="list-style-type: none"><li>• Improvement in NAPLAN Reading in Year 3 and 5</li><li>• Increase in Readers Level of competence in Grade 3</li></ul>

## Future outlook

A large piece of work in 2019 is to continue working collaboratively – the formation of Professional Learning Communities with teachers and teacher aides.

Student Improvement will always be a focus here and in 2019 we will be concentrating on Numeracy – specifically Reasoning and in the Literacy – we will be concentrating on students' knowledge of what the next steps are specifically

for their learning. The school will improve its communication to the community regarding school priorities and will look towards further community engagement with the implementation of a playgroup.

The school is investing in oral language development in Prep and Year 1. The school will engage the services of a Speech Language Pathologist for one day a week in 2019.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	161	175	189
Girls	78	90	86
Boys	83	85	103
Indigenous	14	13	18
Enrolment continuity (Feb. – Nov.)	95%	91%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### Characteristics of the student body

#### Overview

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

#### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	25	20	23
Year 4 – Year 6	20	27	28
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

In 2017 the school consolidated its whole-school Curriculum Plan by introducing the Australian Curriculum in the Learning Areas of English, Math's, History and Science. Aspects of Explicit Instruction (E.I) were consolidated, developed and implemented in classrooms across the school with some Direct Instruction programs operating across the school. These include Spelling Mastery and Elementary Math's Mastery.

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

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

### Co-curricular activities

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

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

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

Some larger activities are held in alternate years:

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

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

### How information and communication technologies are used to 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.

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

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

## Social climate

### Overview

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

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

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

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

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

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	93%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	95%
• teachers at this school expect their child to do his or her best* (S2005)	93%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	86%	100%	95%
• teachers at this school treat students fairly* (S2008)	93%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	86%	100%	100%
• student behaviour is well managed at this school* (S2012)	92%	95%	100%
• this school looks for ways to improve* (S2013)	93%	100%	100%
• this school is well maintained* (S2014)	86%	91%	95%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	96%	100%

Percentage of students who agree# that:	2016	2017	2018
• they like being at their school* (S2036)	94%	93%	100%
• they feel safe at their school* (S2037)	96%	82%	100%
• their teachers motivate them to learn* (S2038)	98%	93%	100%
• their teachers expect them to do their best* (S2039)	96%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	89%	100%
• teachers treat students fairly at their school* (S2041)	95%	78%	100%
• they can talk to their teachers about their concerns* (S2042)	87%	73%	95%
• their school takes students' opinions seriously* (S2043)	85%	78%	98%
• student behaviour is well managed at their school* (S2044)	84%	76%	98%
• their school looks for ways to improve* (S2045)	96%	96%	100%
• their school is well maintained* (S2046)	96%	95%	100%
• their school gives them opportunities to do interesting things* (S2047)	91%	91%	95%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	81%	88%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	81%	94%	95%
• staff are well supported at their school (S2075)	75%	94%	100%
• their school takes staff opinions seriously (S2076)	88%	100%	100%
• their school looks for ways to improve (S2077)	88%	100%	100%
• their school is well maintained (S2078)	94%	80%	95%
• their school gives them opportunities to do interesting things (S2079)	94%	87%	95%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

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

holds a 'Thank you' morning tea to all parent and community helpers. The school holds a Market Stall every second Monday. Produce is grown by the students and also donated by community members.

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

## Respectful relationships education programs

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

We have 4 Major School Rules

**BE SAFE**

**BE A LEARNER**

**BE RESPECTFUL**

**BE RESPONSIBLE**

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

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	9	2	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

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

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

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	85,122	96,160	98,988
Water (kL)	983	1,226	1,167

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	15	11	0
Full-time equivalents	12	6	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	11
Diploma	1
Certificate	

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was \$22508

The major professional development initiatives are as follows:

- Curriculum Planning
- Moderation
- QCAA Writing workshops
- English PD – Reading and Writing
- Dr Pete Stebbins – High Performing Schools
- Business Service Manager Training
- Music PD
- Student With Disability Training
- Proportional Reasoning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	91%	91%	92%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	95%	95%
Year 1	94%	95%	95%
Year 2	96%	94%	93%
Year 3	95%	95%	91%
Year 4	96%	95%	95%
Year 5	95%	93%	94%
Year 6	96%	95%	94%

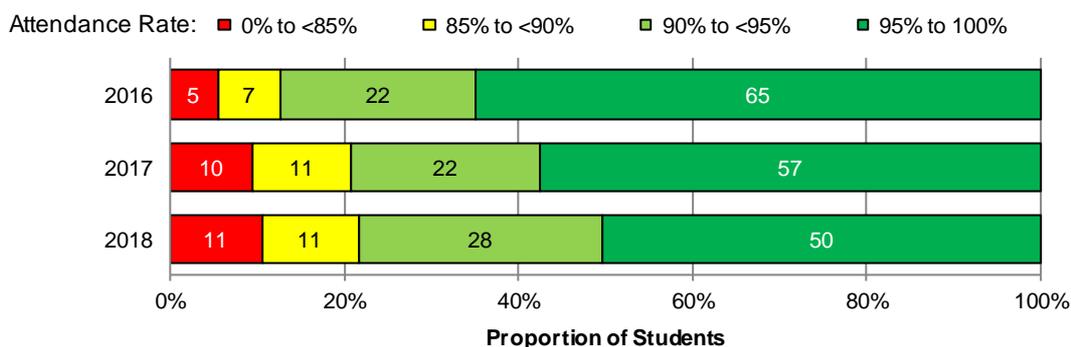
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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

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

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

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

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

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

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Conclusion

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