

Glennie Heights State School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 428 Warwick 4370
Phone	(07) 4660 5777
Fax	(07) 4660 5700
Email	the.principal@glenheigss.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	Paul O'Mara

Principal's foreword

Introduction

Our purpose is to engage all members of our school community in a journey of lifelong learning – using *'The Keys To Success'* from 'Program Achieve' as the way to open the many doors that appear as we 'Aim for the Highest'. Our commitment is to provide a balanced educational program for all students.

Glennie Heights State School is situated at the top of Weewondilla Hill in Gillam Street, Warwick. For over 50 years we have overlooked the Glennie Heights locality and have a reputation as the 'best kept secret' in Warwick. Our community works hard at promoting our school, especially to new residents, who can have difficulty locating a primary school that does not have 'Warwick' in its name.

Our school has obtained a positive reputation for having a very supportive school environment. We focus on the *'Keys to Success'* (organisation, confidence, emotional resilience, getting along and persistence) as a proactive way to encourage lifelong positive learning traits. Each week, students are rewarded on Assembly for displaying one or more of these *Keys*. We also present weekly certificates for academic success, music success, physical education success and LOTE success. The recipients are promoted in our newsletter to further celebrate the types of learning behaviours that we wish to see. This is a team approach (school /teachers/ parents/ students); developing significant partnerships to achieve desired outcomes for all.

Our efforts to improve student learning outcomes are focused on individual students, tracking their progress and meeting individual needs on a daily basis. We are in a relentless pursuit to improve successful outcomes *every day*, in *every lesson* with *every child*. We embed ICTs, indigenous perspectives, diversity and inclusive practices and supportive processes throughout the daily life of the school for all in our community of learners.

School progress towards its goals in 2013

Our school has worked hard to review our teaching and learning practices over the past five years in order to eliminate barriers to learning for all members of the school community. All teaching staff have been provided with specific ongoing training in Literacy and Numeracy as well as introducing all aspects of the National Curriculum and Education Queensland's C2C tasks.

Queensland State School Reporting

2012 School Annual Report



Our priorities:

- Reading- Literacy and Numeracy Blocks have been continued throughout each year level with a particular focus on Reading, (with 'Words Their Way' and 'CARS and STARS' as the programs to support us).
- Explicit Teaching – WALT, WILF and TIB and the framework of an explicit teaching lesson have been embedded
- Rewarding Positive Student Behaviour – A school wide program has been fully implemented
- Embed cultural perspectives – the National Curriculum has been fully implemented
- Rediscover 'Thinking Skills' for all – Bloom's taxonomy has been utilised in planning
- Focus on extending upper band students – students have been identified and assisted in developing further skills
- Attendance – a variety of strategies have been introduced to develop better student attendance

Future outlook

Our priorities in 2014 are outlined in our AIP and provide some updates to our 2011 Quadrennial School Review:

- Reading and Spelling – continued implementation of school wide reading schemes and school wide spelling programs
- Great Results Guaranteed – implementation of the 'big 6' Literacy Strategy
- Explicit Teaching – implementation of further aspects of explicit teaching and the use of a pedagogy coach
- Pedagogy Framework – implementation of our framework
- Focus on extending upper band students – students to be identified and assisted in developing further skills
- Attendance – a variety of strategies to continue to be used develop better student attendance

Our school at a glance

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	125	63	62	87%
2012	138	68	70	89%
2013	160	79	81	88%

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

Characteristics of the student body:

Our school has gradually changed from enrolling generations from one family to a more transient group. We have become more dependent on local employment and housing opportunities and compete with at least seven other primary school providers in the Warwick City area. The number of students identifying ATSI has been increasing. The student body is predominately Australian born however children from other countries do make up a small percentage of enrolments.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	20	17	20
Year 4 – Year 7 Primary	25	24	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	11	14
Long Suspensions - 6 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- School values program encapsulated in 'The Keys to Success' (organisation, confidence, emotional resilience, getting along and persistence)
- A very effective Behaviour Management program based on the 'You Can Do It' program which supports the right of every child to have an uninterrupted learning environment.
- Student Leadership Program
- Current Curriculum Plan reflecting Education Queensland's expectations

Extra curricula activities

- Instrumental music programs
- Interschool sport (soccer, cricket, softball, t ball, rugby league, netball); Southern Downs cross country, athletics; ball games
- Active After Schools Program
- The local Police Force community support our school through the 'Adopt A Cop' program.
- Annual celebrations usually include NAIDOC Week; Harmony Day; Rodeo Week; Jumpers & Jazz in July; Readers Cup, Premier's Reading Challenge; Clean Up Australia Day; ANZAC Day; Remembrance Day and our Local Warwick Show activities and events.

How Information and Communication Technologies are used to assist learning

- Professional Development opportunities for staff are accessed
- Learning experiences for all students are meaningful, engaging and relevant
- Students are able to access a range of computer sites and configurations throughout the school
- Class based computers, computer labs, laptop computers, iPads, XO laptops, data projectors and interactive whiteboards
- Teachers innovate using technologies to enhance teaching and learning using online content, software packages and The Learning Place (including iConnect and Project 600 Literacy and Numeracy)

Social climate

Our school community is very aware of the many issues that face students in their daily school life. We have zero tolerance for bullying and encourage safe, respectful and responsible behaviour at all times. As a sample of how our parents and students feel about a variety of social issues at Glennie Heights State School, we can say that in the 2013 School Opinion Survey, 100% of parents and 95.8% of students were satisfied that the children were *Safe at school*, 88.9% of parents and 80% of students were satisfied that they are *treated fairly* and 100% of parents were satisfied that *teachers at this school are interested in my child's well being*.

Our school at a glance

Our Responsible Behaviour Plan clearly indicates the positive way we support students who make good choices; it is also clear in responding to students who make inappropriate choices. This is an area that we are constantly working on, refining and researching. It is paramount to learning that a safe, supportive environment is available. In 2013 we undertook a Discipline Audit (overall findings are available on our School website) and received very high levels of commendation regarding behaviour at Glennie Heights State School.

Parent, student and staff satisfaction with the school

We have some very positive overall levels of satisfaction with our school (as indicated below). A strong focus on curriculum and behaviour in the last year will continue to inform these high results in 2014.

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)	96%	94%
this is a good school (S2035)	93%	100%
their child likes being at this school* (S2001)	81%	94%
their child feels safe at this school* (S2002)	92%	100%
their child's learning needs are being met at this school* (S2003)	93%	83%
their child is making good progress at this school* (S2004)	96%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%
teachers at this school motivate their child to learn* (S2007)	96%	100%
teachers at this school treat students fairly* (S2008)	78%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	96%	100%
this school takes parents' opinions seriously* (S2011)	96%	94%
student behaviour is well managed at this school* (S2012)	96%	83%
this school looks for ways to improve* (S2013)	96%	100%
this school is well maintained* (S2014)	100%	94%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	96%
they like being at their school* (S2036)	86%	68%
they feel safe at their school* (S2037)	95%	96%

Our school at a glance

their teachers motivate them to learn* (S2038)	95%	96%
their teachers expect them to do their best* (S2039)	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	96%
teachers treat students fairly at their school* (S2041)	86%	80%
they can talk to their teachers about their concerns* (S2042)	86%	75%
their school takes students' opinions seriously* (S2043)	90%	92%
student behaviour is well managed at their school* (S2044)	90%	83%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	95%	92%
their school gives them opportunities to do interesting things* (S2047)	91%	100%

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)	100%
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)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* 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.

Our school at a glance

Involving parents in their child's education

Throughout the year our school hosts special events including ANZAC, NAIDOC, Harmony Day, Rodeo, Jumpers and Jazz in July and the Warwick Show. All families are encouraged and welcomed to be a partner to their child or children's education at any time; we welcome communication and working together. We also host Rewards Day at the end of each term, and parents are invited to be a participant or helper at any level where they would like to volunteer or assist. P & C Meetings are held monthly, tuckshop twice weekly, and fundraising at least twice a year. Parents are invited to take up the challenge to continue the important role of educating their child as the first teacher, in partnership with staff, in order to assist children to achieve success. The research related to outcome achievement and the ratio of parent support is well publicised, encouraged through interviews, open days, assemblies, special events and other special meetings, invitations to chat to the Teacher or Principal or to visit whenever possible.

Reducing the school's environmental footprint

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

Staff and students have engaged in a variety of units of work where the impact of non-sustainable practices have been studied, knowledge gained and understanding has evolved. The whole school is beginning to commit to a process to reduce their carbon footprint throughout the school and the community with the solar schools program helping us move towards this goal. A recycling audit has been undertaken with the implementation of a worm farm and a variety of recycling bins in the classroom and playground.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	50,643	255
2011-2012	66,074	501
2012-2013	70,570	268

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.

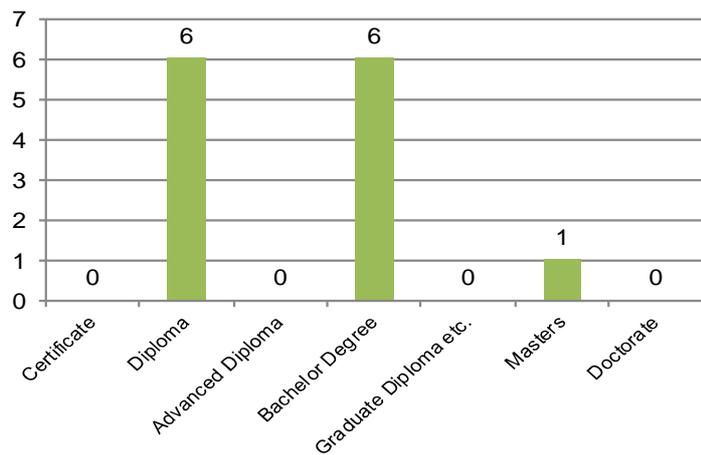
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	13	10	<5
Full-time equivalents	10	5	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	6
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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 4418

The major professional development initiatives are as follows:

- * **You Can Do It** Positive Behaviour Skills (whole of staff refresher course)
- * iPad skills upgrading (train the trainer model)
- * Excel Workshop (admin assistant)
- * Cleaner's Workshop (cleaners)
- * First Steps Reading
- * ICT development

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school 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

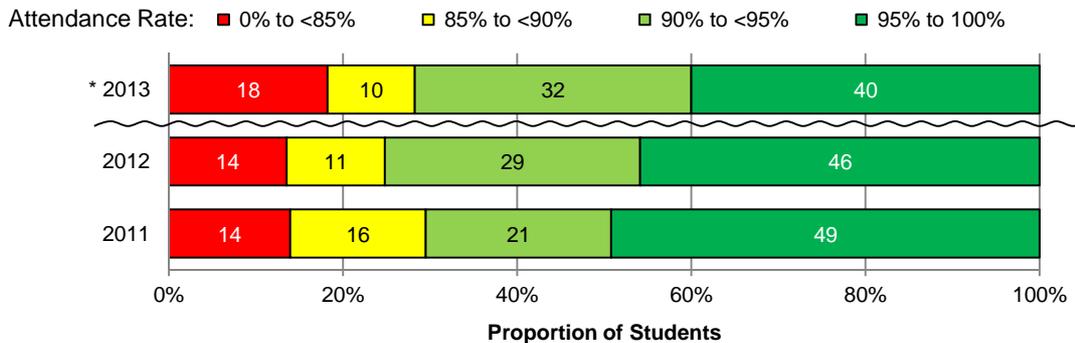
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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	93%	91%	93%	98%	92%	95%	89%					
2012	93%	92%	91%	94%	95%	92%	93%					
2013	88%	93%	89%	93%	89%	92%	91%					

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.

Performance of our students

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.

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 two options: "Government" (selected) and "Non-government", and 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.

Performance of our students

Achievement – Closing the Gap

Our Staff, with the assistance of our Indigenous Aide, Mrs Esther Osborne and the students who identify Indigenous, enable Glennie Heights students to work together with the school community. This working partnership assists in *closing the gap* and improving student successes. Student attendance is still of concern however some excellent individual results have been obtained in 2013. We address absenteeism in a variety of ways, including notifications and rewarding attendance. Students attain leadership roles each year and families tend to stay with our school during the student's primary school years. The percentage of indigenous identifying students has risen to from 13% in 2012 to 20% in 2013.