

# Glennie Heights State School (0770)

## Queensland State School Reporting

### 2012 School Annual Report



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## 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'* in 'Program Achieve' to open the many doors of opportunities and pathways towards destinations unknown.

Glennie Heights State School is situated at the top of Weewondilla Hill in Gillam Street. We overlook the Glennie Heights locality and have a reputation as the 'best kept secret' in Warwick. The community is working hard towards promoting our school, especially to new residents, who often have difficulty locating a primary school that does not have 'Warwick' in its name. We have been established for over 50 years, assisting the local area to educate the young and promoting a balanced approach for learning.

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 2012

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 new National Curriculum

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and Education Queensland's C2C tasks.

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 introduced
- Rewarding Positive Student Behaviour – A school wide program has been developed
- Embed cultural perspectives – the National Curriculum has been introduced
- 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 2013 remain as outlined in our AIP and Quadrennial School Review:

- Reading – implementation of school wide reading schemes
- Explicit Teaching – implementation of further aspects of explicit teaching and the use of a pedagogy coach
- Rewarding Positive Student Behaviour – further refinement of our school wide policy
- Embed cultural perspectives – the National Curriculum continue to be introduced
- Rediscover 'Thinking Skills' for all – Bloom's taxonomy to be utilised in planning
- 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 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	139	71	68	84%
2011	125	63	62	87%
2012	138	68	70	89%

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

## Characteristics of the student body:

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		
	2010	2011	2012
Prep – Year 3	22	20	17
Year 4 – Year 7	22	25	24

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days		7	11
Long Suspensions - 6 to 20 days		0	0
Exclusions		0	0

# Our school at a glance

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Cancellations of Enrolment	0	0
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## 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

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### 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; State Education Week activities and our Local Warwick Show activities and events.

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### 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, data projectors and interactive whiteboards
- Teachers innovate using technologies to enhance teaching and learning using online content, software packages and The Learning Place

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## 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 2012 School Opinion Survey, 92% of parents and 95% of students were satisfied that the children were *Safe at school*, 78% of parents and 85% 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 Responsible Behaviour Plan clearly indicates the positive way we support students who make good choices; it is

## Our school at a glance

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.

### 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 2013.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	96.3%
this is a good school	92.6%
their child likes being at this school*	81.5%
their child feels safe at this school*	92.3%
their child's learning needs are being met at this school*	92.6%
their child is making good progress at this school*	96.3%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	96.3%
teachers at this school motivate their child to learn*	96.3%
teachers at this school treat students fairly*	77.8%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	96.3%
this school takes parents' opinions seriously*	96.2%
student behaviour is well managed at this school*	96.3%
this school looks for ways to improve*	96.3%
this school is well maintained*	100.0%

#### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	95.2%
they like being at their school*	85.7%

## Our school at a glance

they feel safe at their school*	95.5%
their teachers motivate them to learn*	95.5%
their teachers expect them to do their best*	95.5%
their teachers provide them with useful feedback about their school work*	95.2%
teachers treat students fairly at their school*	85.7%
they can talk to their teachers about their concerns*	85.7%
their school takes students' opinions seriously*	90.5%
student behaviour is well managed at their school*	90.5%
their school looks for ways to improve*	100.0%
their school is well maintained*	95.5%
their school gives them opportunities to do interesting things*	90.9%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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 in 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 introduction of a worm farm and a variety of recycling bins in the classroom and playground.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	58,625	1,107
2010-2011	50,643	255
2011-2012	66,074	501

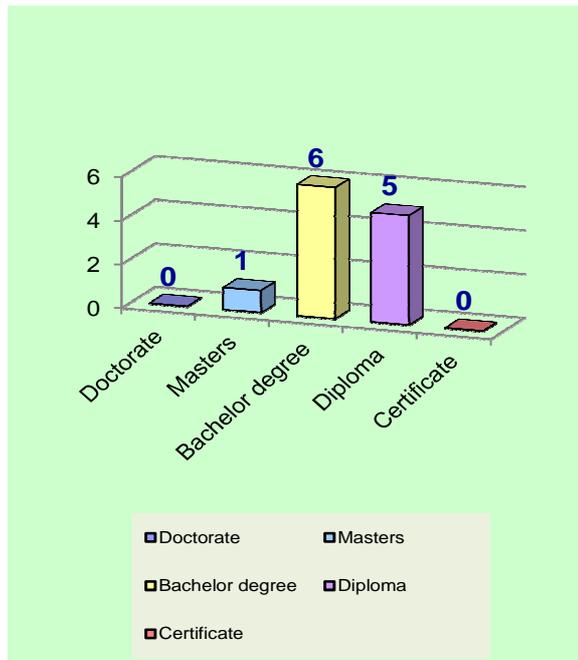
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	12	10	<5
Full-time equivalents	9.4	5.2	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	6
Diploma	5
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$9 616.

The major professional development initiatives are as follows:

- First Steps Reading
- Science Sessions
- eLearning initiative

## Our staff profile

-First Aid Training

-Principal's Meetings

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	98%	97.1%	96.6%

### 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 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

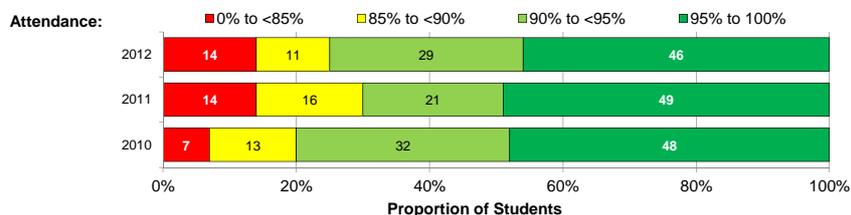
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	91%	94%	94%	95%	92%	94%					
2011	93%	91%	93%	98%	92%	95%	89%					
2012	93%	92%	91%	94%	95%	92%	93%					

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.

Throughout the term, unexplained absences are monitored. At the end of each term, students receive a certificate to celebrate 100% unexplained absences – Everyday Counts!

### 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/>.

## Performance of our students

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.

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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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### Achievement – Closing the Gap

Our Staff, with the assistance of our Indigenous Aide, Mrs Esther Osborne and her group of Indigenous students, enable Glennie Heights students to work together with the school community to achieve a working partnership towards *closing the gap* and improving student successes. Student attendance is still of concern however some excellent individual results have been obtained in 2012. 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.