



Glennie Heights State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Glennie Heights State School is a fantastic educational site set in wonderful grounds within the city of Warwick, Queensland. Our school's vision, "With these keys, I'll unlock the future" is supported by our school Motto, "Aim for the Highest" and is testament to a belief that all students can achieve success in their learning. Over the last 50 years, Glennie Heights State School has benefited from strong leadership and teaching; backed up by supportive parents/caregivers and community connections. Our school has an excellent reputation for innovative programs and quality facilities We encourage a balanced educational program that develops positive lifelong learning habits. Ensuring access to a variety of quality programs requires:

- students to actively participate
- parents to support the student, staff and school
- teachers to provide substantial and authentic learning experiences
- schools to maintain a successful learning facility/environment.

At Glennie Heights State School, we respect tradition, while embracing the future; responding to the current and potential needs of our students and families.

Principal's Foreword

Introduction

Our purpose is to engage all members of our school community in a journey of lifelong learning. We use *'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.

Glennie Heights State School has obtained a positive reputation for developing a supportive school environment. The *'Keys to Success'* (*organisation, confidence, emotional resilience, getting along and persistence*) are 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. All recipients are promoted in our newsletter to further celebrate

the types of learning behaviours that we wish to see. Ours 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 relentless in our pursuit to improve 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 2015

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.

Our priorities:

- Literacy Blocks have been continued throughout each year level with a particular focus on reading, writing and spelling (with ‘First Steps Reading’, ‘Words Their Way’, ‘C2C Spelling’, ‘7 Steps to Writing and ‘CARS and STARS’ as the programs to support us)
- Investing For Success – the Queensland Government commitment to National Minimum Standards resulted in an over \$80 000 injection of funds into our school. Small group daily reading lessons were introduced within a rigorous testing cycle. Please refer to our signed guarantee and update on our website.
- Explicit Teaching – WALT, WILF and TIB and the framework of an explicit teaching lesson have been embedded and the regular use of a Pedagogy Coach has been maintained
- Pedagogical Framework – a framework was continually reviewed and implemented across the school
- Attendance – a variety of strategies have been introduced to develop better student attendance; text messages to parents have enabled parents to respond faster and have reduced unexplained absenteeism.
- School/Family/Community Partnerships – Epstein’s 6 Keys have been utilised to support an ongoing commitment to fostering healthy, productive relationships that forefront student learning.

Future outlook

2017	2018	2019
<i>Writing</i> – all classes to implement GHSS ‘7 steps to writing’ framework; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2016 results)	<i>Writing</i> – embedding of GHSS ‘7 steps to writing’ framework; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2017 results)	<i>Writing</i> – review of 2016-2018 writing data as part of QSR; consideration of continued class implementation of GHSS ‘7 steps to writing’ framework; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2018 results)
<i>Spelling</i> – all classes to implement RIC Spelling Workbook program alongside C2C Spelling; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2016 results)	<i>Spelling</i> – embedding of RIC Spelling Workbook program alongside C2C Spelling; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2017 results)	<i>Spelling</i> – review of 2016-2018 spelling data as part of QSR; consideration of continued class implementation of RIC Spelling Workbook program alongside C2C Spelling; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2018 results)
<i>Reading</i> – all classes to implement GHSS Reading Framework; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2016 results)	<i>Reading</i> – embedding of GHSS Reading Framework; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2017 results)	<i>Reading</i> – review of 2016-2018 reading data as part of QSR; consideration of continued class implementation of GHSS Reading Framework; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2018 results)

<p><i>Coaching and Feedback (C&F)</i>– further introduction of GHSS C&F Model; target: 100% teaching staff to engage productively with GHSS C&F Model – evidence Annual Performance Plan, Professional Development Plan</p>	<p><i>Coaching and Feedback (C&F)</i>– embedding of GHSS C&F Model; target: 100% teaching staff to engage productively with GHSS C&F Model – evidence Annual Performance Plan, Professional Development Plan</p>	<p><i>Coaching and Feedback (C&F)</i>– embedding of GHSS C&F Model; target: 100% teaching staff to engage productively with GHSS C&F Model – evidence Annual Performance Plan, Professional Development Plan</p>
<p><i>Attendance</i> – continued implementation of GHSS attendance policy, introduction of daily text and weekly phone calls for unexplained absence follow up; target: 100% unexplained absences; 95% daily attendance</p>	<p><i>Attendance</i> – embedding of GHSS attendance policy, continuation of daily text and weekly phone calls for unexplained absence follow up; target: 100% unexplained absences; 95% daily attendance</p>	<p><i>Attendance</i> – embedding of GHSS attendance policy, continuation of daily text and weekly phone calls for unexplained absence follow up; target: 100% unexplained absences; 95% daily attendance</p>
<p><i>School/Family/Community Partnerships – Epstein’s 6 Keys</i> – focus on increased participation in all ‘keys’; monitoring of data; celebration of successes</p>	<p><i>School/Family/Community Partnerships – Epstein’s 6 Keys</i> – focus on increased participation in all ‘keys’; monitoring of data; celebration of successes</p>	<p><i>School/Family/Community Partnerships – Epstein’s 6 Keys</i> – focus on increased participation in all ‘keys’; monitoring of data; celebration of successes</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	156	75	81	38	91%
2015*	161	80	81	36	89%
2016	158	73	85	44	91%

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 2016, 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

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	23
Year 4 – Year 7	22	28	23
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- 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 Department of Education and Training expectations
- A whole of school 'kitchen gardening' program

Co-curricular Activities

- Instrumental music programs
- Interschool sport (soccer, cricket, softball, t ball, rugby league, netball); Southern Downs cross country, athletics; ball games
- Sporting Schools Program
- The local Police Service 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 online and in staff meetings to appropriately address the Digital Technologies Syllabus. 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 including class based computers, a computer lab, 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.

Social Climate

Overview

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 2016 School Opinion Survey, 98% of students were satisfied that they were *Safe at school*, 100% of students were satisfied that they were ... *getting a good education at this school*.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school* (S2001)	100%	DW	100%
their child feels safe at this school* (S2002)	100%	DW	100%
their child's learning needs are being met at this school* (S2003)	100%	DW	100%
their child is making good progress at this school* (S2004)	88%	DW	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
teachers at this school treat students fairly* (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
this school works with them to support their child's learning* (S2010)	100%	DW	100%
this school takes parents' opinions seriously* (S2011)	100%	DW	100%
student behaviour is well managed at this school* (S2012)	100%	DW	100%
this school looks for ways to improve* (S2013)	100%	DW	100%
this school is well maintained* (S2014)	100%	DW	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	95%	100%
they like being at their school* (S2036)	84%	97%	96%
they feel safe at their school* (S2037)	89%	97%	98%
their teachers motivate them to learn* (S2038)	97%	97%	98%
their teachers expect them to do their best* (S2039)	95%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	94%
teachers treat students fairly at their school* (S2041)	95%	92%	90%
they can talk to their teachers about their concerns* (S2042)	84%	97%	88%
their school takes students' opinions seriously* (S2043)	100%	97%	94%
student behaviour is well managed at their school* (S2044)	90%	87%	86%
their school looks for ways to improve* (S2045)	97%	95%	96%
their school is well maintained* (S2046)	97%	97%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	92%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	95%	100%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	90%
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%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	93%
their school is well maintained (S2078)	95%	100%	93%
their school gives them opportunities to do interesting things (S2079)	95%	100%	93%

* 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

Throughout the year our school hosts special events including participation in an ANZAC Day service, NAIDOC and Harmony Day interactive activities, Rodeo dress up day, 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 a 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. During 2016, our school continued its journey using a project called School, Family and Community Partnerships.

Our Special Education Program (SEP) is fully integrated within each classroom; Special Education Teachers (SET) interact and support students and staff over three days each week. Disability identification, support strategies and program reviews involve all interested parties. Classroom teachers utilise the GHSS differentiation bank of ideas to make suitable environmental, pedagogical and curriculum changes that assist the diverse needs of all students; these adjustments are included in weekly and termly planning documents.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We are committed to fully embedding the Program Achieve – You Can Do It resources with a focus on the 'keys to success' (confidence, persistence, getting along, organisation and emotional resilience) along with the 12 positive habits of the mind. Weekly awards are given to students in each class who have exhibited one or more of the keys in their daily life. Termly rewards days are held with over 98% of eligible involvement. All students are given weekly lessons that assist in developing the keys to success and are assisted in being able to **recognise, react and report** when they, or others, are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	11	6	5
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.

Environmental Footprint

Reducing the school's environmental footprint

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 committed 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. The kitchen garden project allows students to access the 'garden to plate' philosophy. The introduction of reverse cycle air conditioners in all buildings has assisted in greatly reducing our electricity usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	73,913	341
2014-2015	69,265	556
2015-2016	44,601	276

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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	10	<5
Full-time Equivalents	11	6	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	3
Bachelor degree	7
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$4246

The major professional development initiatives are as follows:

- * CPR (whole of staff first aid course)
- * BSM network affiliation (admin officer)
- * Copyright Survey (Principal)
- * Warwick Administrator's Road Tour, MAP Meetings, Principal's Meetings (principal)
- * **7 Steps to Writing** (train the trainer model)
- * Beginning Teacher Mentoring program (graduate teacher)
- * Cleaner's Workshop (cleaners)
- * Disability Workshop (teachers)
- * HOC meetings (SET)
- * Student Free Days (all staff)

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	84%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

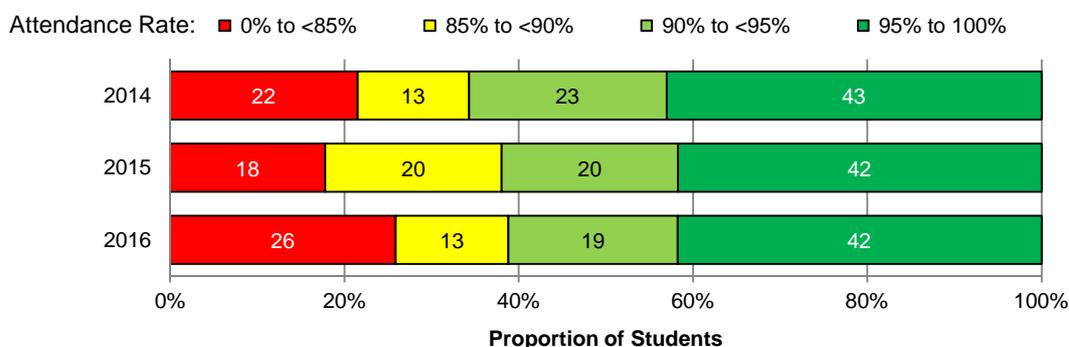
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	90%	93%	92%	91%	91%	92%	89%					
2015	89%	88%	92%	91%	91%	91%	88%						
2016	88%	91%	88%	91%	90%	90%	90%						

*Attendance rates effectively count 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 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.

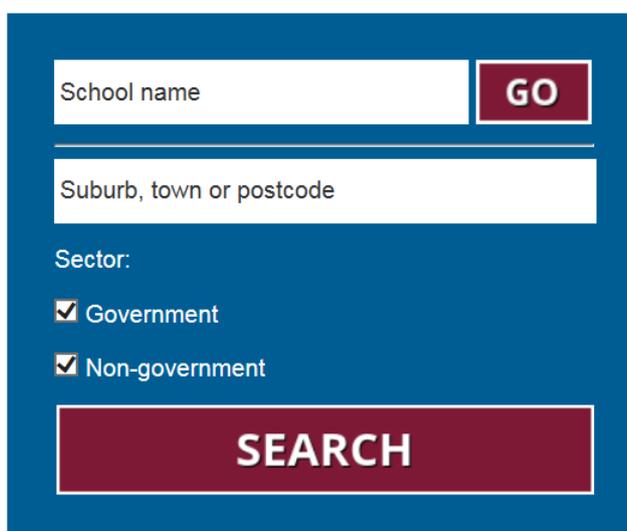
Each day paper rolls are sent to the Office by 10am. Checks are made for explained absences and all unexplained absences for students are identified. Families in this latter group are sent a text requesting clarification. Termly letters are sent home to families for a further opportunity to explain outstanding unexplained absences. Termly wristbands are awarded to students who have met our 95% or better attendance target and information is regularly communicated (via newsletter and our website) outlining the 'Every Day Counts' initiative. Our indigenous aide regularly makes phone calls or home visits to assist attendance and verbal contracts are enacted with students identified or our 'attendance alert list'.

NAPLAN

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



The image shows a search form titled "Find a school" on a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked radio buttons: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it states '**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.