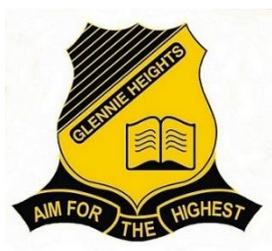# Glennie Heights State School
Queensland State School Reporting
2014 School Annual Report

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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. 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 in 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 2014

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:

- Reading- Literacy Blocks have been continued throughout each year level with a particular focus on Reading and Spelling (with 'First Steps Reading', 'Words Their Way','C2C Spelling' and 'CARS and STARS' as the programs to support us)
- Great Results Guaranteed – the Queensland Government commitment to National Minimum Standards resulted in a nearly $40 000 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 developed and implemented across the school
- 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

- Writing/ Spelling – a focus on the '7 steps to Writing' Program and 'C2C Spelling' along with important elements of 'Words Their Way'
- Great Results Guaranteed – continued use of funds to support literacy development and the introduction of specific numeracy support
- Explicit Teaching – further embedding of WALTs WILFs and TIBs along with utilisation of the Pedagogy Coach
- Pedagogical Framework – further embedding of our framework
- Focus on extending upper band students – continued identification of higher achieving students along with supportive programs to enhance learning
- Attendance – the introduction of further strategies to promote everyday attendance

Key priorities from the Full School Review – to be elaborated more fully after Quadrennial School Review

- Differentiation
- Leadership Density
- Engaging Partners in Learning
- Instructional Leadership
- Coaching and Feedback

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	138	68	70	89%
2013	160	79	81	88%
2014	156	75	81	91%

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		
	2012	2013	2014
Prep – Year 3	17	20	21
Year 4 – Year 7 Primary	24	22	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	11	14	11
Long Suspensions - 6 to 20 days	0	2	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

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

-A whole of school 'kitchen gardening' program

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; Rememberance 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 2014 School Opinion Survey, 100% of parents and 89% of students were satisfied that the children were *Safe at school,* 100% of parents and 95% 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*.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	96%	94%	100%
this is a good school (S2035)	93%	100%	100%
their child likes being at this school* (S2001)	81%	94%	100%
their child feels safe at this school* (S2002)	92%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	83%	100%
their child is making good progress at this school* (S2004)	96%	89%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%	100%
teachers at this school motivate their child to learn* (S2007)	96%	100%	100%
teachers at this school treat students fairly* (S2008)	78%	89%	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)	96%	100%	100%
this school takes parents' opinions seriously* (S2011)	96%	94%	100%
student behaviour is well managed at this school* (S2012)	96%	83%	100%
this school looks for ways to improve* (S2013)	96%	100%	100%
this school is well maintained* (S2014)	100%	94%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	96%	97%
they like being at their school* (S2036)	86%	68%	84%
they feel safe at their school* (S2037)	95%	96%	89%
their teachers motivate them to learn* (S2038)	95%	96%	97%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers expect them to do their best* (S2039)	95%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	97%
teachers treat students fairly at their school* (S2041)	86%	80%	95%
they can talk to their teachers about their concerns* (S2042)	86%	75%	84%
their school takes students' opinions seriously* (S2043)	90%	92%	100%
student behaviour is well managed at their school* (S2044)	90%	83%	90%
their school looks for ways to improve* (S2045)	100%	100%	97%
their school is well maintained* (S2046)	95%	92%	97%
their school gives them opportunities to do interesting things* (S2047)	91%	100%	95%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	95%
their school gives them opportunities to do interesting things (S2079)		100%	95%

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

'Agree' represents the 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.

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. During 2014, our school embarked on a new project called School, Family and Community Partnerships.

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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 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. The kitchen garden project allows students to access the 'garden to plate' philosophy.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	66,074	501
2012-2013	70,570	268
2013-2014	73,913	341

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

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	16	11	<5
Full-time equivalents	11	6	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.**	3
Masters	2
Doctorate	0
Total	**16**
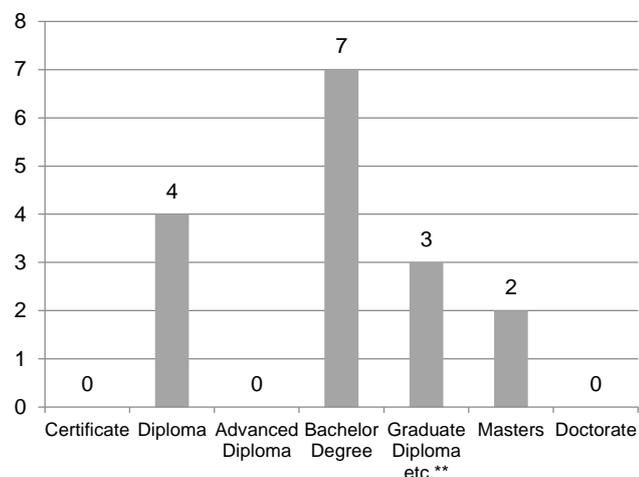
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $ 3910

The major professional development initiatives are as follows:

*__You Can Do It__ Positive Behaviour Skills (whole of staff refresher course)

* CPR (whole of staff refresher first aid course)

* Anita Archer Conference (explicit teaching)

* BSM network affliation (admin officer)

*Warwick Administrator's Road Tour (principal)

*iPad skills ugrading (train the trainer model)

* __7 Steps to Writing__ (train the trainer model)

*Cleaner's Workshop (cleaners)

* First Steps Reading

*ICT development

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

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 2014 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.**

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Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
☑ Non-government

SEARCH

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

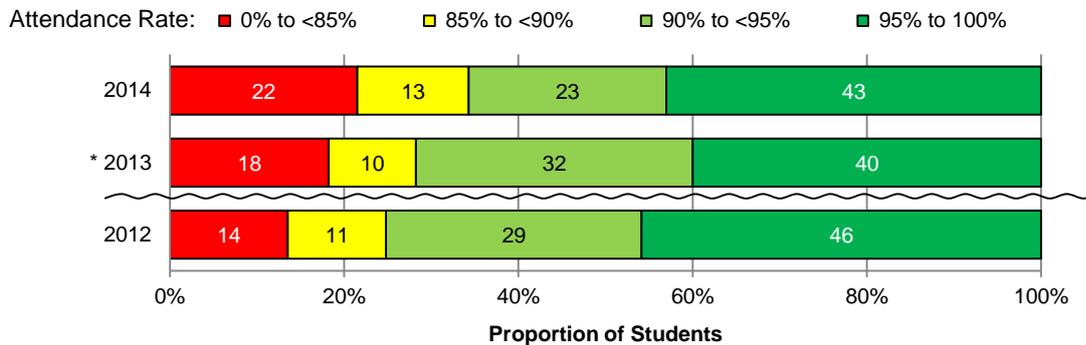| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	90%	91%

The overall attendance rate in 2014 for all Queensland 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
2012	93%	92%	91%	94%	95%	92%	93%					
2013	88%	93%	89%	93%	89%	92%	91%					
2014	90%	93%	92%	91%	91%	92%	89%					

DW = Data withheld to ensure confidentiality.

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Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ▢ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	22	13	23	43
* 2013	18	10	32	40
2012	14	11	29	46

0%   20%   40%   60%   80%   100%

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.**

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government

SEARCH

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.

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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 2014. 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 20% in 2013 to 25% in 2014.