

# Glennie Heights State School

## Queensland State School Reporting

### 2015 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 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:

- 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)
- Investing For Success – the Queensland Government commitment to National Minimum Standards resulted in an over \$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 continually reviewed 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; text messages to parents have enabled parents to respond faster and have reduced unexplained absenteeism.

### Future outlook

- Writing/ Spelling – a focus on the ‘7 steps to Writing’ Program and ‘C2C Spelling’ along with important elements of ‘Words Their Way’
- Investing For Success – 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

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

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

|      | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2013 | 160   | 79    | 81   | 32         | 88%                              |
| 2014 | 156   | 75    | 81   | 38         | 91%                              |
| 2015 | 161   | 80    | 81   | 36         | 89%                              |

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 2015, 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:

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 |      |      |
|----------------------------|--------------------|------|------|
|                            | 2013               | 2014 | 2015 |
| Prep – Year 3              | 20                 | 21   | 15   |
| Year 4 – Year 7 Primary    | 22                 | 22   | 23   |
| Year 7 Secondary – 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.

## School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |       |        |
|---------------------------------|--------------------|-------|--------|
|                                 | 2013               | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 14                 | 11    | 6      |
| Long Suspensions - 6 to 20 days | 2                  | 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.

## 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 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

-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 improve 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 2015 School Opinion Survey, 97% of students were satisfied that they were *Safe at school*, 92% of students were satisfied that they were *treated fairly*.

## Parent, student and staff satisfaction with the school

| Performance measure   | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of parent/caregivers who agree# that:  |      |      |      |
| their child is getting a good education at school (S2016)   | 94%  | 100% | DW   |
| this is a good school (S2035)   | 100% | 100% | DW   |
| their child likes being at this school (S2001)  | 94%  | 100% | DW   |
| their child feels safe at this school (S2002)   | 100% | 100% | DW   |
| their child's learning needs are being met at this school (S2003)                                     | 83%  | 100% | DW   |
| their child is making good progress at this school (S2004)  | 89%  | 88%  | DW   |
| teachers at this school expect their child to do his or her best (S2005)                              | 100% | 100% | DW   |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 100% | 100% | DW   |
| teachers at this school motivate their child to learn (S2007)   | 100% | 100% | DW   |
| teachers at this school treat students fairly (S2008)   | 89%  | 100% | DW   |
| they can talk to their child's teachers about their concerns (S2009)                                  | 100% | 100% | DW   |
| this school works with them to support their child's learning (S2010)                                 | 100% | 100% | DW   |
| this school takes parents' opinions seriously (S2011)   | 94%  | 100% | DW   |
| student behaviour is well managed at this school (S2012)  | 83%  | 100% | DW   |
| this school looks for ways to improve (S2013)   | 100% | 100% | DW   |
| this school is well maintained (S2014)  | 94%  | 100% | DW   |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of students who agree# that:  | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048)                              | 96%  | 97%  | 95%  |
| they like being at their school (S2036)  | 68%  | 84%  | 97%  |
| they feel safe at their school (S2037)   | 96%  | 89%  | 97%  |
| their teachers motivate them to learn (S2038)                                    | 96%  | 97%  | 97%  |
| their teachers expect them to do their best (S2039)                              | 100% | 95%  | 100% |
| their teachers provide them with useful feedback about their school work (S2040) | 96%  | 97%  | 95%  |
| teachers treat students fairly at their school (S2041)                           | 80%  | 95%  | 92%  |
| they can talk to their teachers about their concerns (S2042)                     | 75%  | 84%  | 97%  |
| their school takes students' opinions seriously (S2043)                          | 92%  | 100% | 97%  |
| student behaviour is well managed at their school (S2044)                        | 83%  | 90%  | 87%  |
| their school looks for ways to improve (S2045)                                   | 100% | 97%  | 95%  |
| their school is well maintained (S2046)  | 92%  | 97%  | 97%  |
| their school gives them opportunities to do interesting things (S2047)           | 100% | 95%  | 92%  |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree# that:  | 2013 | 2014 | 2015 |
| 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)  | 100% | 95%  | 100% |
| 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)  | 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% | 100% |
| their school is well maintained (S2078)  | 100% | 95%  | 100% |
| their school gives them opportunities to do interesting things (S2079)   | 100% | 95%  | 100% |

# '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 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 2015, our school continued its journey using a project called School, Family and Community Partnerships.

### 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.

| Years     | Environmental footprint indicators |          |
|-----------|------------------------------------|----------|
|           | Electricity kWh                    | Water kL |
| 2012-2013 | 70,570                             | 268      |
| 2013-2014 | 73,913                             | 341      |
| 2014-2015 | 69,265                             | 556      |

\*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.

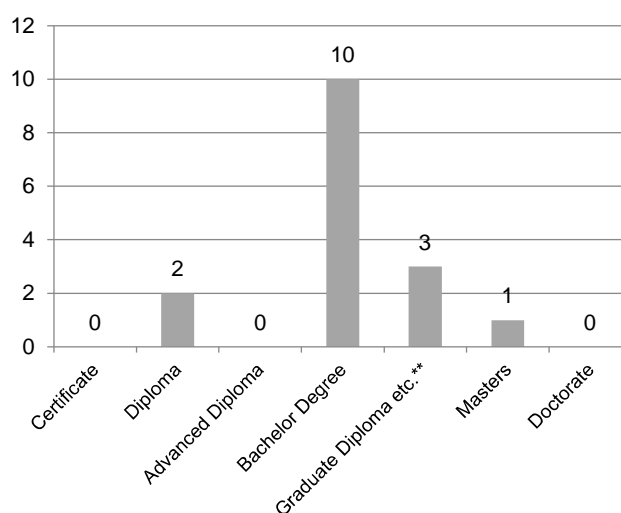
## Our staff profile

### Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts                 | 16              | 12                 | <5               |
| Full-time equivalents      | 12              | 6                  | <5               |

### Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate                 | 0                          |
| Diploma                     | 2                          |
| Advanced Diploma            | 0                          |
| Bachelor Degree             | 10                         |
| Graduate Diploma etc.**     | 3                          |
| Masters                     | 1                          |
| Doctorate                   | 0                          |
| <b>Total</b>                | <b>16</b>                  |



\*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 2015 were \$ 7300

The major professional development initiatives are as follows:

\* CPR (whole of staff first aid course)

\* BSM network affiliation (admin officer)

\*Warwick Administrator's Road Tour, MAP Meetings, Principal's Meetings (principal)

\* **7 Steps to Writing** (train the trainer model)

\*Cleaner's Workshop (cleaners)

\* Disability Workshop (teachers)

\*Health and Well Being workshops (all staff)

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

| Average staff attendance   | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97%  | 98%  | 97%  |



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

From the end of the previous school year, 88% of staff was retained by the school for the entire 2015 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

Where it says '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.

## Performance of our students

### Key student outcomes

| Student attendance   | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 90%  | 91%  | 90%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).  | 87%  | 88%  | 84%  |

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

| 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 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|

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

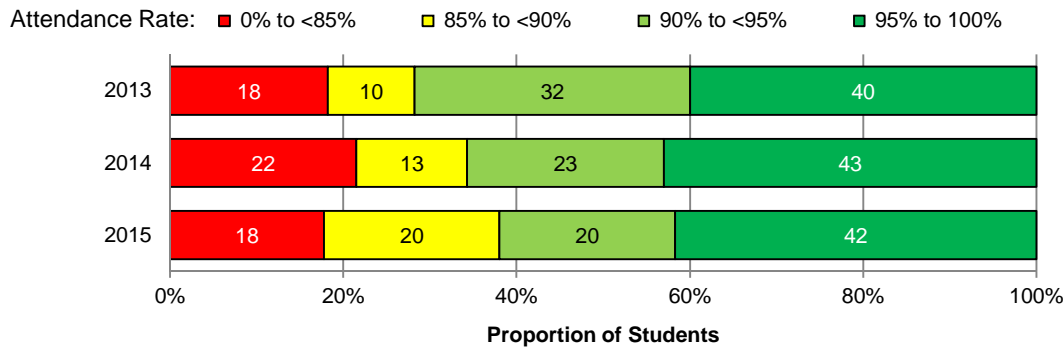
|      | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2013 | 87%  | 88%    | 93%    | 89%    | 93%    | 89%    | 92%    | 91%    |        |        |         |         |         |
| 2014 | 90%  | 90%    | 93%    | 92%    | 91%    | 91%    | 92%    | 89%    |        |        |         |         |         |
| 2015 | 89%  | 88%    | 92%    | 91%    | 91%    | 91%    | 88%    |        |        |        |         |         |         |

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

**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 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

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Sector:

Government

Non-government

Where it says '**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.