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## Principal's foreword

### Introduction

**"With these keys, I will unlock the future"**



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 (close to the local corner store). 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 promote 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 based on John Hattie's Models of Intervention; that is activating learning through modelling, feedback, explicit teaching and a blend of strategies. These 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 2011

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. Staff have been provided with specific ongoing training in Literacy and Numeracy as well as trialling many aspects of the new National Curriculum.

Literacy and Numeracy Blocks have been implemented throughout each year level. A particular focus on Reading, in Semester 2 2012, saw the introduction of 'Words Their Way' and 'CARS and STARS' as the programs to support us. Planning time is provided for all teaching staff; this assists in the development of a common framework for learning across the school.

Our priorities:

- NAPLAN

o Closing the gap between our school's performance and that of the Nation

o Proactive support strategies for teachers and students

· English, Maths, Science

o Australian Curriculum preparation

o Glennie Heights State School Maths and English programs

· Early Years Education

o Preparation for the Australian Curriculum

· Inclusive Education

o Focus support intervention for students at risk

o Developing Gifted and Talented program

· School Community Relations

o Continued high community confidence

o Continued enrolment growth

o Quality relations between Parents & Citizens and Glennie Heights State School staff and students

## Future outlook

Glennie Heights State School has great pleasure in announcing that our Community Performing Arts Centre was completed in December 2011. This facility will boast seating for 150 and tables for 80. This facility hosts our Instrumental Program for practice and performance.

Key priorities for 2012

- Reading
- Explicit Teaching
- Rewarding Positive Student Behaviour
- Embed cultural Perspectives
- Rediscover 'Thinking Skills' for all
- Focus on extending upper band students
- Attendance

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
125	63	62	87%

### 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 student body is predominately Australian born however children from other countries do make up a small percentage of enrolments.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	19.5
Year 4 – Year 10	24.5
Year 11 – Year 12	0
All Classes	21.2

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	7
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	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

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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
- The local Police Force community support our school through the 'Adopt A Cop' program.
- Annual celebrations usually include NAIDOC celebrations; Harmony Day; Grandparent Days; Rodeo Week; Jumpers & Jazz in July; Principal for a Day; Readers Cup, Premier's reading Challenge; 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
  - o 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, thoughtful 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 2011 School Opinion Survey, 70% of parents were satisfied and 32% of students very satisfied that the children were *Safe at school*, 32% of students were very satisfied that they are *treated fairly* and 45% of parents were very satisfied that their child was *happy to go to this school*.

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.

## Our school at a glance

### Parent, student and teacher 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 translate to even better results in 2012.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	82%
Percentage of parents/caregivers satisfied with their child's school	90%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	81%
Percentage of staff members satisfied with morale in the school	89%

DW – Data withheld

### Involving parents in their child's education

Throughout the year our school hosts special events including ANZAC, NAIDOC, Harmony Day, Rodeo, Jazz & Jumpers 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 and C Meetings are held monthly, tuckshop 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

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 yet to commit to undertaking a process to reduce their carbon footprint throughout the school and the community mechanically, although the solar schools program is helping us move towards this goal.

Environmental footprint indicators, 2010-2011

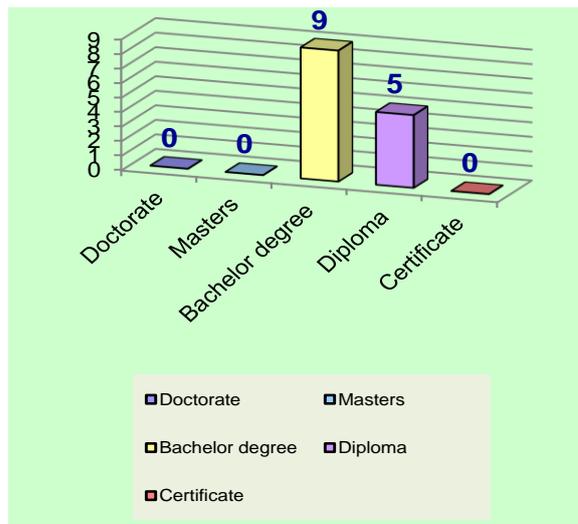
	Electricity KwH	Water KL
2011	50,643	255
2010	58,625	1,107
% change 10 - 11	-14%	-77%

# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	14	10	<5
Full-time equivalents	9	5	<5

Doctorate	0
Masters	0
Bachelor degree	9
Diploma	5
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$7080.

The major professional development initiatives are as follows:

Literacy initiatives, including building capacity with *CARS and STARS* and *Words Their Way*, attending principal meetings and returning to school with information to upskill staff..

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 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

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 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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

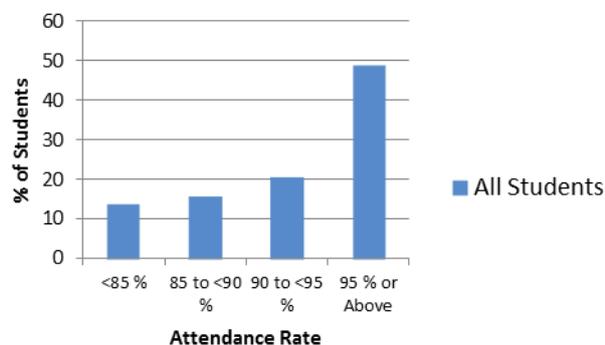
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93%	91%	93%	98%	92%	95%	89%	N/A	N/A	N/A	N/A	N/A

### 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.

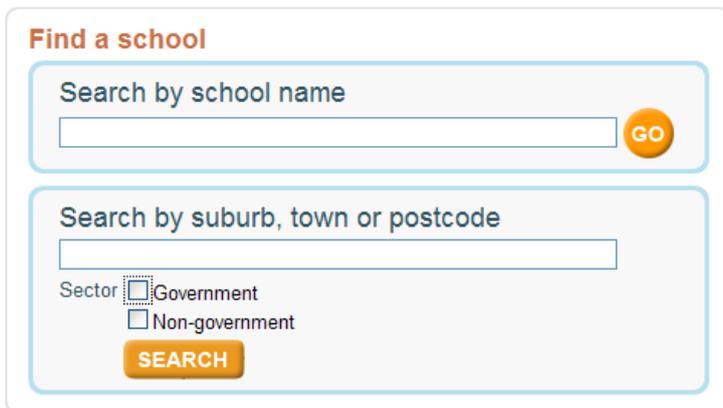
Throughout the term, unexplained absences are monitored. At the end of each term, students receive a certificate to celebrate 100% unexplained absences – Everyday Counts!

## Performance of our students

**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 image shows a 'Find a school' search interface. It has a title 'Find a school' in orange. Below the title are two search options. The first is 'Search by school name', which includes a text input field and an orange 'GO' button. The second is 'Search by suburb, town or postcode', which includes a text input field, a 'Sector' dropdown menu with 'Government' and 'Non-government' options, and an orange '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 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 but being addressed 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.