



Glenwood State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Glenwood is a small Band 6 primary school which is located approximately half-way between Maryborough and Gympie (on the Bruce Highway). It services the community of Glenwood and surrounding areas. Our school motto is 'Grow with Strength' and our school prides itself on preparing our students for life in the 21st century. Our quality curriculum delivers programs that are engaging and also target areas identified through NAPLAN and school data for improving student outcomes. We highly value the social and emotional growth of our students and are a 'You Can Do It' school where the five keys to success (resilience, getting along, organisation, confidence and perseverance) are both taught and modelled explicitly and are also a part of our everyday school life. Students enjoy weekly visits from specialist teaching staff and actively participate in the Active After School Sports Program two days a week. Students requiring Special Education Programs receive assistance from a visiting Special Needs teacher.

School progress towards its goals in 2018

Reading was our major focus for 2018. We analysed and discussed student data to inform our teaching and intervention practices. The community supported us through the P&C to ensure we have the best resources. We had targeted use of our school resources that assisted with improving reading across the whole school. Our 'Investing for Success' grant was used to provide a teacher, twice a week, who worked with our students that required further nurturing to ensure they continued succeeding above their benchmark. We used this grant to enable teachers to have more curriculum planning time and to purchase more reading material for guided reading groups. We ensured every teacher and teacher aide had the skills to teach reading and implement any required intervention with individual students. This was done through accessing quality and relevant professional development and regular conversations/feedback with the Principal and visiting experts. The teachers worked hard with the Principal to ensure that the curriculum they delivered aligned with the Australian curriculum standards and individual student needs. In all classrooms, we delivered the curriculum using explicit teaching and ensured all students received quality feedback on their work, so that they were constantly improving. We differentiated our curriculum to ensure every student was receiving the support they needed, to succeed at their level.

Future outlook

During 2019, our school will continue to embed key improvement processes in the areas of Reading and spelling to ensure consistency of approach and result. Our sharp and narrow focus on reading and spelling will be developed using proven improvement approaches refined while developing reading and spelling agendas. These approaches include a guaranteed and viable curriculum (teach the right things), an effective pedagogical framework (teach them the right way), inclusive learning environments, a consistency of pedagogy across all classrooms (coaching of gradual release model) and active monitoring of progress (short, medium and long-term assessment cycles). The embedding of quality reading and spelling practices within the Australian Curriculum allows students to engage with reading at every opportunity, and allows teachers to teach within a range and balance of purposes and audiences necessary to develop fluent and effective readers. Student success with mastering the key foundational learning areas of Reading will continue to enable our students to achieve success within the broader learning areas of the Australian Curriculum.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	85	83	81
Girls	44	39	43
Boys	41	44	38
Indigenous	7	4	3
Enrolment continuity (Feb. – Nov.)	89%	84%	84%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our demographics show a mixture of family structures and socio-economic backgrounds. Glenwood State School has traditionally drawn students from across the Glenwood geographic area, adding to our diverse student population. Our students live in the rural area surrounding our school. Our Australian Early Development Census information reminds us of the diversity of our students and the vulnerability with regards to readiness for learning.

Around 10% of our enrolled students have a verified disability. Our students with disabilities learn with their classroom teacher, in inclusive classrooms and on the same basis as their peers. Our Aboriginal and Torres Strait Islander students also represent around 5% of our student population.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	14	20	19
Year 4 – Year 6	17	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Teaching and Learning Programs teach the Australian Curriculum. Teachers work collaboratively with other small schools in our area to adapt units of work to meet the needs of their students. Pre-moderation sessions allows teachers the time to examine the assessment tasks before instruction begins, to identify curriculum intention, assessment demands and to establish the focus teaching required for students to be successful at every achievement level. Following the instructional phase, and after assessment has been undertaken by the students, teachers meet to moderate student work samples. This is an opportunity for teachers to reflect on student achievement as evidenced in the work samples, to reflect on the success of the teaching approaches and make any relevant adjustments, and to identify key teaching points to be addressed in the next unit of work.

We are entering our next phase of implementation of the Australian Curriculum with the teaching of Humanities and Social Sciences (HASS). To date, our teachers have successfully implemented English, Mathematics, Science, History and Geography. HASS encompasses the elements of History and Geography and brings them under the one learning area. In 2019, our final phase of implementation will include Technologies, LOTE, Health and Physical Education and The Arts. This will ensure completion of the full implementation by the required 2020 requirement.

Co-curricular activities

Students at Glenwood have access to co-curricular activities inclusive of

- Great Behaviour Results Program – sport, technology, art and gardening.
- Prep to year 6 Learning and performing in Choirs for school events
- Sport – Maryborough Small Schools Athletics, netball and T20 Cricket
- Bi yearly camp for years 5/6

How information and communication technologies are used to assist learning

Glenwood State School recognises the importance of ICT to the future opportunities of our students. Teachers are actively seeking ways to embed the use of ICT in their classroom daily practice. Every teacher has a laptop computer and access to an interactive whiteboard in each learning area, which have on-board teaching tools, which they are using with students.

In 2014, the school partnered with the P&C to purchase laptop computers and iPads for student use in the classroom. The school has recently purchased ten new laptops. The school purchased Wi-Fi technology so that all students and staff have access to wireless connectivity for computers

Within the school, each learning area is fitted with an Interactive White Board, which allows teachers to utilise interactive learning objects to enhance student learning. A range of digital tools including digital cameras, digital recording microphones and flip cameras are available for student learning

Social climate

Overview

The school climate of Glenwood State School is very positive. Partnerships between the school and wider community are favourable and the students have engaged in a number of extra-curricular activities that have positively reinforced the reputation of the school.

The school has gained an excellent reputation for catering for students with educational and/or social and emotional needs and is respected within the community as a safe place for students with a strong anti-bullying stance.

The 'Ditto' program, a protective behaviours program, is taught throughout school. Awards are presented at assembly to acknowledge the students' achievements. 'Class Dojo' is utilised as a tool to support the choosing of student awards.

Reporting of incidents such as bullying (behaviour that is unwanted, targeted and repeated) is strongly encouraged and immediate action is taken under the school Responsible Behaviour Plan to address behaviour that adversely affect another student.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	75%	92%	80%
• this is a good school (S2035)	100%	92%	85%
• their child likes being at this school* (S2001)	100%	88%	75%
• their child feels safe at this school* (S2002)	100%	96%	80%
• their child's learning needs are being met at this school* (S2003)	75%	88%	75%
• their child is making good progress at this school* (S2004)	75%	92%	75%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	96%	80%
• teachers at this school motivate their child to learn* (S2007)	75%	96%	75%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	75%	76%	70%
• they can talk to their child's teachers about their concerns* (S2009)	75%	96%	85%
• this school works with them to support their child's learning* (S2010)	75%	92%	85%
• this school takes parents' opinions seriously* (S2011)	75%	84%	63%
• student behaviour is well managed at this school* (S2012)	50%	72%	60%
• this school looks for ways to improve* (S2013)	75%	92%	75%
• this school is well maintained* (S2014)	100%	100%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	92%	96%
• they like being at their school* (S2036)	97%	85%	100%
• they feel safe at their school* (S2037)	95%	92%	89%
• their teachers motivate them to learn* (S2038)	95%	92%	96%
• their teachers expect them to do their best* (S2039)	100%	97%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	90%	85%
• teachers treat students fairly at their school* (S2041)	87%	82%	89%
• they can talk to their teachers about their concerns* (S2042)	88%	92%	100%
• their school takes students' opinions seriously* (S2043)	85%	79%	77%
• student behaviour is well managed at their school* (S2044)	75%	79%	85%
• their school looks for ways to improve* (S2045)	95%	90%	96%
• their school is well maintained* (S2046)	88%	82%	96%
• their school gives them opportunities to do interesting things* (S2047)	95%	82%	89%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	92%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	80%	100%
• students are treated fairly at their school (S2073)	100%	80%	90%
• student behaviour is well managed at their school (S2074)	92%	90%	90%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	92%	90%	100%
• their school takes staff opinions seriously (S2076)	80%	90%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	92%	100%	90%

* 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

Parents are encouraged to participate in the education of their child through the provision of a range of opportunities and strategies. Glenwood State School has a strong and vibrant Parents' and Citizens' Association where parents are encouraged to participate in school decision making, to contribute to school initiatives and to assist with fundraising. The P&C operates a tuckshop and a uniform shop, twice each week, providing a service to parents and operated by volunteers.

Respectful relationships education programs

We have a range of methods to educate students regarding respectful relationships. Our 5/6 girls attend a "Girl's Social Skills" program run by our Guidance Officer, once a week. This educates them on respect, friendliness, resilience and important values. Our Guidance Officer also runs whole class and individual sessions, upon request by the school. Teachers also follow up on these sessions throughout the school week.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	28	16	18
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Glenwood State School is a rural school that is committed to ecological measures to reduce our environmental footprint. Reliant on rainwater tanks for water, we are always conscious of water saving and have put other ecological measures in place such as a school garden, worm farm, compost collection and solar panels.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	22,497	22,330	23,159
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	6	8	0
Full-time equivalents	5	5	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	5
Diploma	2
Certificate	4

*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 2018 were \$4957.79.

The major professional development initiatives are as follows:

- Pre-moderation with smalls schools
- Post-moderation with smalls schools
- Guided reading co-verification, in-service and PD's
- Gympie Alliance Show me papers
- MSV PD Rachel Pelling
- Twilight Sessions PD (Reading)
- Child Protection
- Peer Observation and mentoring (Reading)

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	89%	89%
Attendance rate for Indigenous** students at this school	88%	89%	75%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	87%	91%
Year 1	90%	91%	88%
Year 2	94%	89%	89%
Year 3	93%	93%	88%
Year 4	88%	89%	89%
Year 5	93%	87%	93%
Year 6	92%	91%	89%

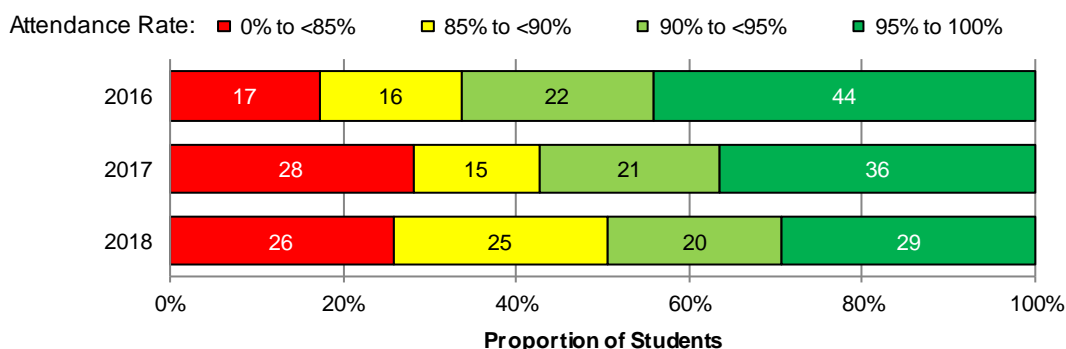
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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.

As part of the mandatory same day absence explanation, all classes at Glenwood State School need to have their rolls marked by 9:30am. The Business Manager or trained delegate, then check which students are absent and have had not had an explanation. These parents are then sent a text, using the 'InfoWays' software. Parents can then reply back to the text with the reason for their child's absence. The reasons are then exported in to our OneSchool system. This has decreased our unexplained absences. Parents are now more aware in notifying the school of their children's absences.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.