

Glenwood State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

It is my pleasure to present the 2013 School Annual Report for Glenwood State School. During the course of 2013, our students successfully engaged with a diverse range of program areas. Our school delivered a strong school improvement agenda targeting key performance areas. This report outlines our achievements and presents a snapshot of our work during the year.

Specifically, the report contains information on our school programs and how students engaged with those programs. It summarises the areas of identified school improvement and outlines progress towards those improvement goals. 2013 marked the continued implementation of the Australian Curriculum in Queensland Schools and the Glenwood community embraced the continued use of Curriculum into the Classroom units of study in all year levels. This report contains summary information on our teaching staff, their skills and performance development progress. Most significantly, the report provides information on our student performance and our contribution to state wide improvement agendas.

I commend the Glenwood State School Annual Report to you as a celebration of another successful year of education for our small school.

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Community.

Introduction

This report is a snap-shot of our 2013 school year. It reports on a number of areas which are of vital concern to our school community.

2013 saw our school's continuing commitment to providing quality education in a supportive school environment. Strong community relationships, continuity of leadership, staff commitment and high levels of student engagement have seen our small school go from strength to strength.

School progress towards its goals in 2013

Within the school's 2013 Annual Implementation Plan the following areas were designated as a focus for the 2013 school year. Our priority areas were:

Priority 1 - School Community and Partnerships

- Getting Ready For Secondary School
- Parent and Community Engagement Strategy

Progress:

- The school continued to work collaboratively with local high schools to ensure a smooth transition of Years 6 & 7 to high school
- Our Parent & Community Engagement Strategy is in place and working effectively

Priority 2 - Curriculum

- Implement the Australian Curriculum
- Implement a Framework for the Teaching of Reading
- Targeted Strategies to maintain and increase student numbers in the Upper Two Bands from Years 3 through to Year 7

Progress:

- The implementation of the Australian Curriculum continued with the introduction of History adding to English, Maths & Science
- The Framework for teaching reading was implemented and significant growth has been recognised in the reading levels of our students
- Targeted strategies to identify and increase numbers of student in the Upper Two Bands has been implemented and is showing growth of students in the target group

Priority 3 – Teaching Practice

- Develop and enact a pedagogical framework based on the Art and Science of Teaching
- Teaching and Learning Audit priorities recommended to be implemented

Progress:

- The Art and Science of Teaching continued to be implemented with healthy staff and community participation
- Teaching and Learning Audit priorities were again addressed with progress made in all areas

Priority 4 – Principal Leadership and School Capability

Implement the Developing Performance Framework for all staff

- Internal Audit

Progress:

- All Internal Audit priorities were realised over the 2013 school year

Future outlook

Priority 1 – Successful Learners

- Implement the Australian Curriculum
- Key literacy and numeracy improvement strategies
- Differentiation strategies

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Priority 2 – Great People

- Implement performance reviews for all staff (eg. DPF)
- Learning and Wellbeing Framework

Priority 3 – Empowerment

- Develop and enact a pedagogical framework based on ASOT or other approved framework

Priority 4 – Engaged Partners

- Getting Ready For Secondary School
- Parent and Community Engagement Framework

Priority 5 – High Standards

- T&L Audit priorities
- Discipline Audit priorities
- Internal Audit priorities
- Opinion Survey priorities

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	91	50	41	93%
2012	75	35	40	89%
2013	69	33	36	92%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Our demographics show a mix of family structures. Our socio-economic profile is also diverse, although we have a high concentration of students from low socio-economic backgrounds. Our students live in the rural area surrounding our school. Whilst the majority of our students come from a European cultural background we have a small representation of other ethnic/cultural groups.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	19	24
Year 4 – Year 7 Primary	20	17	11
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	16	9	1
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings include:

- **Sheena Cameron's Reading Comprehension Strategies** – explicit teaching in organised time slots for the development of students' comprehension abilities within reading
- **Spelling Mastery** – Whole School Spelling Program which data indicates in making substantial improvements in the area of spelling for all students. The program runs four days a week and students split into allocated groups which cater for their current ability.
- German as our LOTE subject
- Music lessons from Prep to Year 7
- You Can Do It – a social and emotional learning program which is taught explicitly across all year levels and focuses on the 5 keys to success – resilience, confidence, organization, persistence and getting along
- Weekly Good Behaviour Rewards activities – students who display the 5 keys to success and exemplary behaviour are rewarded by Friday afternoon activities that range from Art to Sport.
- Student leadership program for Years 6 and 7

Extra curricula activities

- Bi-Yearly camps for Years 6 & 7
- Day excursions that link directly to curriculum for Prep to Year 7 students
- After school sport provided at no cost twice a week for students

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 with on-board teaching tools which they are using with students.

In 2013 the school partnered with the P&C to purchase laptop computers and iPads for student use in the classroom. Money was allocated in the budget for WiFi connections to be created across the school in all learning areas. 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 area available for student learning.

On-line learning spaces including the learning place host a range of learning spaces including edStudio where teachers and students can interact in a flexible learning environment that is able to be accessed from school and home. Teachers are engaged in a range of professional development experiences to enhance their existing skills to ensure they keep abreast of this ever-changing environment.

Our school at a glance

Social climate

The school climate of Glenwood is very good. Partnerships between the school and wider community are favorable 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.

Teachers conduct both You Can Do It program lessons throughout the year to develop the keys to success getting along, organisation, resilience, persistence and confidence. Teachers are encouraged to nominate students for rewards when displaying the keys to success in their work and school life. Awards are presented at assembly to acknowledge the students achievements.

Additional lessons are delivered educating about bullying and strategies to address bullying. Students are encouraged to take control in telling another student to "stop that, I don't like it". In the second instance they are encouraged to say "I asked you to stop and you haven't stopped" and then report the matter to a teacher or administration staff member.

Most parents are satisfied that their child feels safe at school and that their child is happy to attend. Parent data from the 2013 Parent Survey indicated that 100% of parents felt their child was safe at our school and 96% indicated that their child likes being at our school. Our satisfaction rates for both parents and students continue to climb each year which is a testimony to the consistent approach by all school community members.

Parent, student and staff satisfaction with the school

The School Opinion Survey is conducted each year providing indicative feedback on the perceptions of parents, students and staff on the performance of the school. A statistical sample of a random 40 parents is taken as well as each student and each staff member. The School's 2013 indicates that our parent, student and staff satisfaction levels are high. The school has seen an upward trend in this data since 2011.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	100%
this is a good school (S2035)	94%	100%
their child likes being at this school* (S2001)	94%	96%
their child feels safe at this school* (S2002)	94%	100%
their child's learning needs are being met at this school* (S2003)	100%	92%
their child is making good progress at this school* (S2004)	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%
teachers at this school motivate their child to learn* (S2007)	94%	100%
teachers at this school treat students fairly* (S2008)	94%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%
this school works with them to support their child's learning* (S2010)	100%	96%
this school takes parents' opinions seriously* (S2011)	94%	96%
student behaviour is well managed at this school* (S2012)	94%	92%
this school looks for ways to improve* (S2013)	94%	100%
this school is well maintained* (S2014)	100%	92%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	86%	91%
they like being at their school* (S2036)	75%	97%
they feel safe at their school* (S2037)	75%	84%
their teachers motivate them to learn* (S2038)	93%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%
teachers treat students fairly at their school* (S2041)	75%	94%
they can talk to their teachers about their concerns* (S2042)	96%	97%
their school takes students' opinions seriously* (S2043)	79%	94%
student behaviour is well managed at their school* (S2044)	81%	94%
their school looks for ways to improve* (S2045)	81%	100%
their school is well maintained* (S2046)	86%	97%
their school gives them opportunities to do interesting things* (S2047)	89%	100%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	89%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	89%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	89%

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

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.

Our school at a glance

Involving parents in their child's education

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 mostly by volunteers.

Classroom teachers encourage parents to become classroom parent helpers. Parents regularly assist class teachers operating reading groups, lesson rotations, as guest speakers and with supervision on excursions. Training sessions are offered to parents who are willing to assist in the classroom and with school programs such as Individual Reading, Support-a-talker and Support-a-reader.

Parents are invited to attend information nights about teaching your child to read and other aspects of learning. The school website hosts a range of fact sheets that support the learning process. At the end of a unit of work, classes invite parents to attend to take part in an end of unit celebration of learning where the learning is shared with parents and other classes within the school.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Glenwood State School is a rural school that is committed to ecological measures to reduce our environmental footprint. Reliant on rain water 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 panelling

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	17,241	0
2011-2012	19,955	0
2012-2013	20,765	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

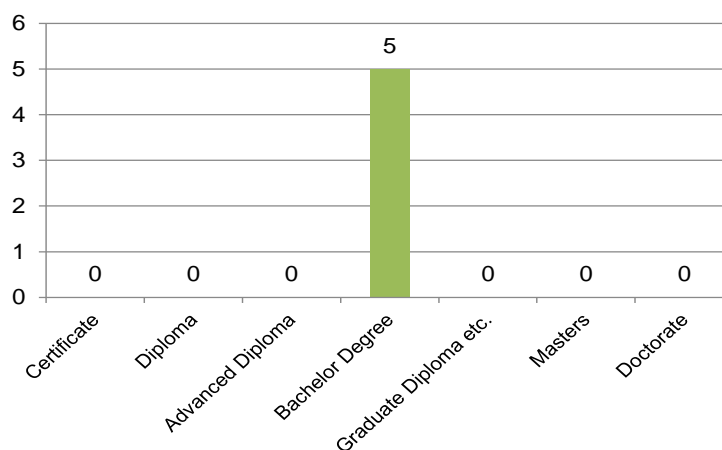
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	5	7	0
Full-time equivalents	4	4	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	5



* 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 2013 were \$4252.69 .

The major professional development initiatives are as follows:

- Literacy skills development for teachers including Sheena Cameron
- Special Needs and differentiation upskilling
- Principal State Conference
- Art and Science of Teaching
- Classroom microskilling for teacher aides

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 52% of staff was retained by the school for the entire 2013 school year. One teacher transferred out at end of 2012 and other was given a required transfer after Day 8 when school numbers dictated the loss of a teacher.

School income broken down by funding source

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

Search by suburb, town or postcode

Sector Government
 Non-government

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

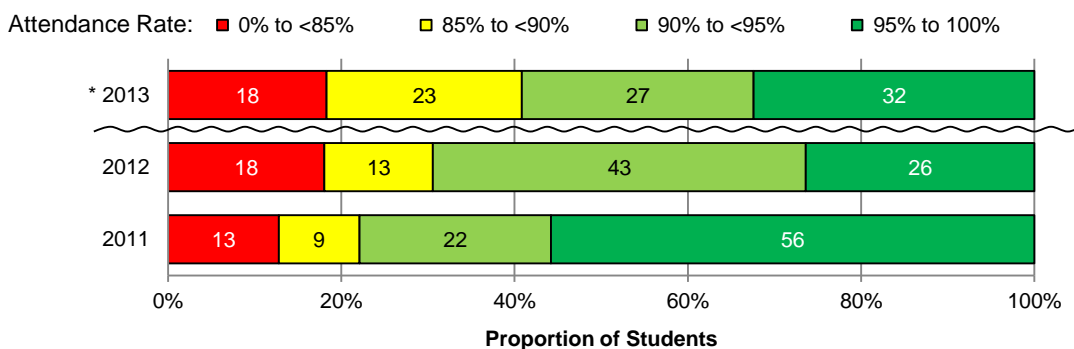
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	91%	90%	95%	90%	94%	96%					
2012	91%	91%	89%	89%	91%	92%	95%					
2013	91%	89%	91%	91%	86%	89%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Performance of our students

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.

All class rolls are marked twice a day. If a student is absent for more than two days this is flagged by the teacher who rings the student's caregiver/parent on the third day if the student still has not returned to school. If a student is displaying chronic non-attendance the principal will request a meeting with the student and his/her parents.

A regular feature of our newsletters is the reminder to parents/caregivers on the importance of school attendance. The school has a firmly established mantra of "Every Day Counts"

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 screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "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.

Achievement – Closing the Gap

2013 Data (semester 1) indicates that the student attendance for Indigenous students was 89.6%.

NAPLAN data for 2013 showed a very positive trend towards closing the gap across reading, writing and numeracy in all year levels.