Glenwood State School
Queensland State School Reporting
2014 School Annual Report

Postal address	13 Glenwood School Road Glenwood 4570
Phone	(07) 5488 8333
Fax	(07) 5485 7192
Email	the.principal@glenwoodss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Jackie Roberts - Principal

Principal's foreword

Introduction

It is my pleasure to present the 2014 School Annual Report for Glenwood State School. During the course of 2014, 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. 2014 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.

School progress towards its goals in 2014

Priority 1 – Successful Learners

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

Progress

- The curriculum areas of English, Mathematics, History and Geography were firmly embedded within our school's curriculum in 2014.
- Literacy and Numeracy improvement strategies continued to be implemented. These included intervention programs specifically designed for our early years students
- Differentiation strategies continued with all students to enhance learning opportunities. Individual Learning Plans were introduced for those students who experienced learning difficulties.

Priority 2 – Great People

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

Progress

- All staff have Developing Performance Framework Plans in place to assist them with future direction within their professionalism
- A learning and wellbeing framework was implemented within the school in 2014

Priority 3 – Empowerment

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

Progress

- Work continues on the ASoT framework as staff continue to reflect on the needs of our school community and their pedagogical practice

Priority 4 – Engaged Partners

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

Progress

- The school worked collegially with local high schools to ensure a smooth transition of Years 6 & 7 to high school
- The Parent and Community Engagement Framework was ratified by P&C and implemented into practice

Priority 5 – High Standards

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

Progress

- The 2014 Teaching and Learning Audit produced Outstandings and Highs in all areas
- The 2014 Discipline Audit produced Outstandings and Highs in all areas
- The Administration team continued to work towards improvements for the 2015 Audit
- Areas identified in the school opinion were actioned

Future outlook

Priority 1 - Successful Learners

- Analyse Student Data
- Improve Student Attendance
- Cater for Student Needs
- Upper 2 Bands Priority
- NAPLAN Strategy

Priority 2 - Great People

- ACARA Priorities
- Literacy Priority
- Numeracy Priority
- ASOT
- Moderation
- BPN Priority
- Developing Performance Framework
- Learning Communities

Priority 3 – High Standards

- Explicit Improvement Agenda
- Curriculum Teaching and Learning/ Discipline Audit
- Internal Audit
- Opinion Survey Priorities

Priority 4 – Engaged Partners
- Alignment and Consistency
- Flying Start initiative
- Partnerships
- Parent and Community Engagement Strategy

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	75	35	40	89%
2013	69	33	36	92%
2014	80	37	43	83%

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		
	2012	2013	2014
Prep – Year 3	19	24	20
Year 4 – Year 7 Primary	17	11	20

School Disciplinary Absences

Although the number of Student Disciplinary Absences increased substantially in 2014 it does not reflect the general behavioural climate of the school or the supportive school environment which is well established.

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	9	1	20
Long Suspensions - 6 to 20 days	0	0	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive 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
- Homework club for students to provide support for homework tasks

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 purchased Wi-fi technology so that all students and staff have access to wireless connectivity for computers and iPads.   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.

Teachers are engaged in a range of professional development experiences to enhance their existing skills to ensure they keep abreast of the ever-changing environment of information technology.

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.

In 2014 100% of parents felt that Glenwood State School was a good school and the school works with them to advance their child's education.

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)	94%	100%	100%
this is a good school (S2035)	94%	100%	100%
their child likes being at this school* (S2001)	94%	96%	100%
their child feels safe at this school* (S2002)	94%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	92%	100%
their child is making good progress at this school* (S2004)	100%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	100%
teachers at this school motivate their child to learn* (S2007)	94%	100%	100%
teachers at this school treat students fairly* (S2008)	94%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	100%
this school works with them to support their child's learning* (S2010)	100%	96%	100%
this school takes parents' opinions seriously* (S2011)	94%	96%	89%
student behaviour is well managed at this school* (S2012)	94%	92%	78%
this school looks for ways to improve* (S2013)	94%	100%	100%
this school is well maintained* (S2014)	100%	92%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	86%	91%	91%
they like being at their school* (S2036)	75%	97%	91%
they feel safe at their school* (S2037)	75%	84%	83%
their teachers motivate them to learn* (S2038)	93%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	87%
teachers treat students fairly at their school* (S2041)	75%	94%	83%
they can talk to their teachers about their concerns* (S2042)	96%	97%	83%
their school takes students' opinions seriously* (S2043)	79%	94%	96%
student behaviour is well managed at their school* (S2044)	81%	94%	83%
their school looks for ways to improve* (S2045)	81%	100%	100%
their school is well maintained* (S2046)	86%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	89%	100%	91%

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)		89%	100%
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)		89%	100%
their school takes staff opinions seriously (S2076)		89%	92%
their school looks for ways to improve (S2077)		89%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		89%	100%

* 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

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	19,955	0
2012-2013	20,765	0
2013-2014	20,474	0

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	7	7	0
Full-time equivalents	5	4	0

Qualification of all teachers

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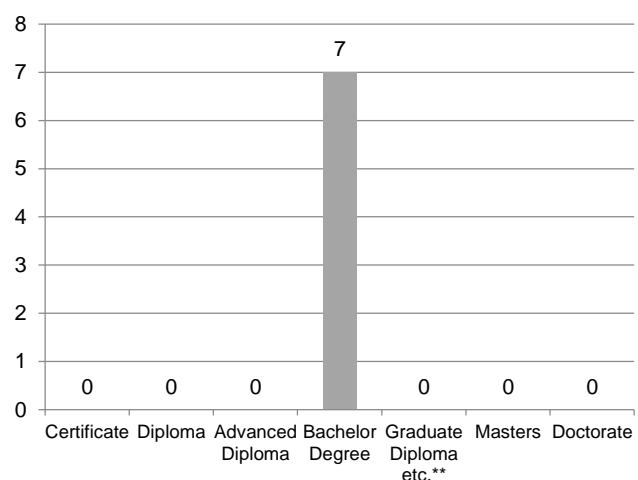
*Teaching staff includes School Leaders

**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 $5044.45

The major professional development initiatives are as follows:

- Literacy skills developoment for teachers including Sheena Cameron
- 7 Steps to Writing
- Special Needs and differentiation upskilling
- QASSP State Conference for Principals
- Art and Science of Teaching
- Classroom microskilling for teacher aides

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.	96%	96%	97%

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.**

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).	91%	90%	89%

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	91%	91%	89%	89%	91%	92%	95%					
2013	91%	89%	91%	91%	86%	89%	94%					
2014	82%	90%	92%	96%	86%	86%	90%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%
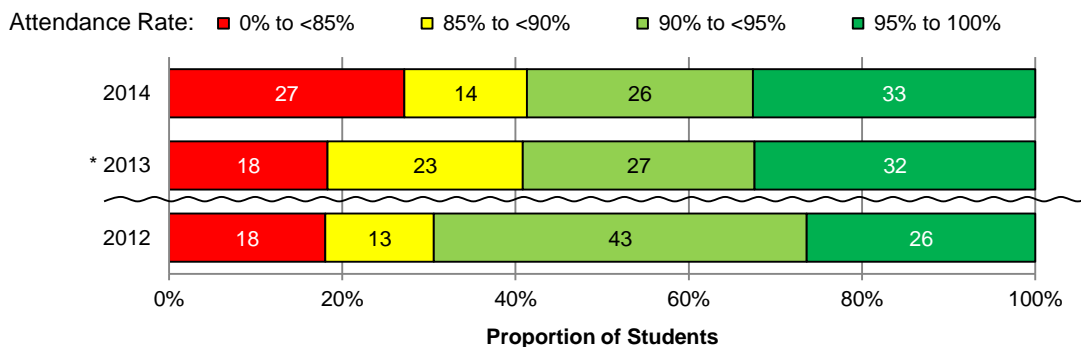
*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

Queensland Government

A regular feature of our newsletters is the reminder to parents/caregivers on the importance of school attendance. Each newsletter informs the school community of the school's actual attendance rate against the yearly target. 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.**

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.

Achievement – Closing the Gap

With a small number of Indigenous students enrolled throughout 2014 the school continued on its journey to close the gap between academic outcomes and attendance levels of Indigenous students.

Our attendance rate of Indigenous students sat at 83.7% for Semester 1 which was only a slightly lower percentage than that of non-Indigenous students.

Indigenous students enrolled at time of NAPLAN all reached National Minimum Standards.