Glenwood State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This School Annual Report outlines Glenwood State School's past, present and future goals, key priorities, data on a range of survey satisfaction areas within the school, our curriculum offerings, our social climate, our environmental footprint, the school's staff profile, the key student outcomes and a summary of our closing the gap scheme. We are very proud of our school and we hope this document gives you a great insight in to our great learning community. For parents who do not have internet access, a copy of this report will be presented to the P & C and will be available to read in our school administration office.

School progress towards its goals in 2015

The school's AIP in 2015 was formulated around each of the focus areas which lie in the Department of Education's 'Every Student Succeeding' 2014-2018 Strategy. Successful Learners, Great People, High Standards and Engaged Partners are the main four areas. Each one is elaborated upon below.

Successful Learners:

The school prioritised analysing student data, improving student attendance, catering for diverse learning needs, ensuring upper two band students are extended and catered for as well as further interrogation of collected NAPLAN data. We are still refining our data collection, analysis and intervention practices as a matter of urgency to ensure all students are achieving adequate yearly progress in Literacy and Numeracy. The Principal and teachers will be reviewing the school's data plan to ensure all testing is utilised through intervention practices in all classrooms.

Great People

The school prioritised implementing, embedding and familiarising staff with the National Curriculum to ensure consistency of curriculum delivery throughout the whole school. All staff have planned units using the multi-level whole school curriculum plan. We also set to improve our reading program by ensuring it is using the gradual release or 'Explicit Instruction' method. All staff have been using this method and we will continue to give teachers coaching and feedback to ensure it is constantly evolving.

Great People

The school prioritised the implementation of the Principal Performance Development Plan as well as developing localised structures that enable teachers to engage in analysis of effective teaching and learning. The Principal at Glenwood SS is in the process of completing their PPDP and teachers have begun the process of their Annual Performace Plans for teachers.

Engaged Partners

The school prioritised the development of close relationships with regional personnel to enable school staff to work with relevant support staff and regional teams. We also developed close working relationships with local high schools to ensure the 'Flying Start' initiative was successful in the Gympie cluster area. We have regional support staff actively supporting all teachers and the Principal in classrooms to ensure we are maximizing everyone's learning potential (teacher's and student's).

Future outlook

The following improvement areas for Glenwood State School match three of the North Coast Region's Improvement Agenda areas and fit with DETE's 2014-2018 Strategic Plan.

READING (Successful Learners: Knowing your Learners; Meet your learners needs)

For 2016 the school has prioritised the implementation of Daily Rapid Reading. Three students from each of the four classes will be taken out in the afternoon sessions, five days a week, for fifteen minutes each to work on their weakest comprehension strategies. Continued focus will be on a clear line of sight from classroom reading teaching to Daily Rapid Reading intervention. Teachers will continue to take part in regular data conversations to inform participating students.

Progress:
At the end of Term Two, 2016 we have seen 100% of students in Daily Rapid Reading reach their target reading levels. For Term Three, our focus will be on further extension of our higher readers to ensure they are also advancing adequately.

ACARA IMPLEMENTATION (Great People: Develop Professional Engagement)

Throughout 2016 the school will be focusing on consistent curriculum delivery through the Whole School Curriculum and Assessment Plan (multi-level) for all Australian curriculum key learning areas. The Principal will lead the consistent approach and also set moderation times for teachers to have in-depth quality assurance conversations around A-E grades. Teachers will use set Guide to Making Judgements provided by C2C and the Achievement Standards provided by ACARA to ensure the quality of judgements.

Progress:
100% of classroom teachers are implementing all Australian Curriculum areas in classrooms and have also begun consistent planning for Semester Two curriculum delivery.

ATTENDANCE (Successful Learners)

Our aim for 2016 is to have our whole school attendance rate at or above 92%.

Progress:
At the end of Term One our attendance rate was 92.9%. At the end of Term Two our attendance rate was 91.3%. Regular reminders on Parades, in Newsletters, classroom discussions and individual interviews with required parents will continue to ensure our target is met.

UPPER TWO BANDS ATTAINMENT (Great People: Teaching Quality; Successful Learners: Knowing your learners)

Our aim in 2016 is to increase the Upper Two Band attainment in Literacy and Numeracy from 14% in some year levels/areas to 20-25%. This will be achieved by every teacher gaining a deeper understanding of each of their individual learners. Every teacher will be assessing their students' reading and spelling abilities and differentiating accordingly in explicit instruction lessons. These lessons will be completed in Literacy and Numeracy blocks five days a week. Regular coaching, observations and feedback sessions involving the Principal and teachers will ensure the pedagogy is constantly being refined to match student needs.

Progress:
All students in 2-6 have been involved in NAPLAN practice testing as well as 'Words Their Way' spelling internal monitoring testing. This testing will inform the intervention areas required to support and extend all students.

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	69	33	36	7	92%
2014	80	37	43	9	83%
2015	68	32	36	3	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 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		
	2013	2014	2015
Prep – Year 3	24	20	14
Year 4 – Year 7 Primary	11	20	13
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	1	20	8
Long Suspensions - 6 to 20 days	0	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

- Sheena Cameron's Reading Comprehension Strategies – explicit teaching in organised time slots for the development of students' comprehension abilities within reading
- 'Words Their Way' individualised and differentiated spelling program
- German as our LOTE subject
- Music lessons from Prep to Year 6
- 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 Year 6 students

Extra curricula activities

- Bi-Yearly camps for Years 5 & 6
- Day excursions that link directly to curriculum for Prep to Year 6 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 improve 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.

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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	78%
this is a good school (S2035)	100%	100%	89%
their child likes being at this school (S2001)	96%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	92%	100%	89%
their child is making good progress at this school (S2004)	96%	100%	78%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	100%	89%
teachers at this school motivate their child to learn (S2007)	100%	100%	78%
teachers at this school treat students fairly (S2008)	96%	100%	78%
they can talk to their child's teachers about their concerns (S2009)	96%	100%	100%
this school works with them to support their child's learning (S2010)	96%	100%	78%
this school takes parents' opinions seriously (S2011)	96%	89%	78%
student behaviour is well managed at this school (S2012)	92%	78%	89%
this school looks for ways to improve (S2013)	100%	100%	88%
this school is well maintained (S2014)	92%	100%	78%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	91%	100%
they like being at their school (S2036)	97%	91%	90%
they feel safe at their school (S2037)	84%	83%	97%
their teachers motivate them to learn (S2038)	100%	100%	97%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	97%	87%	100%
teachers treat students fairly at their school (S2041)	94%	83%	87%
they can talk to their teachers about their concerns (S2042)	97%	83%	81%
their school takes students' opinions seriously (S2043)	94%	96%	97%
student behaviour is well managed at their school (S2044)	94%	83%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	97%	96%	100%
their school gives them opportunities to do interesting things (S2047)	100%	91%	100%

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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)	89%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	50%	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)	89%	100%	100%
their school takes staff opinions seriously (S2076)	89%	92%	100%
their school looks for ways to improve (S2077)	89%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	89%	100%	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

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.

Reducing the school's environmental footprint

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	
Years	Electricity kWh	Water kL
2012-2013	20,765	0
2013-2014	20,474	0
2014-2015	21,167	

*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	6	7	0
Full-time equivalents	4	4	0

Qualification 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**
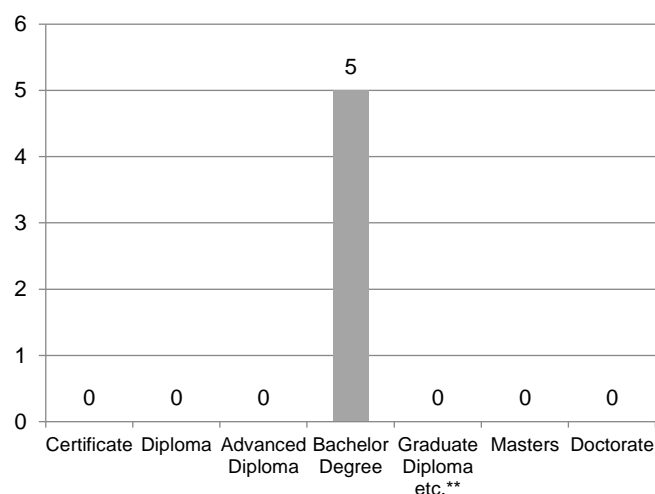
*Teaching staff includes School Leaders

**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 2015 were $8933.25

The major professional development initiatives are as follows:

Teachers and Teacher Aides were involved in professional development that begun the school's Daily Rapid Reading Program. This program is an intense intervention program which aims to move our lower readers up in a short amount of time. PM and PROBE internal monitoring data informs our practices in this program.

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.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 75% 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%	89%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	84%	89%

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%.

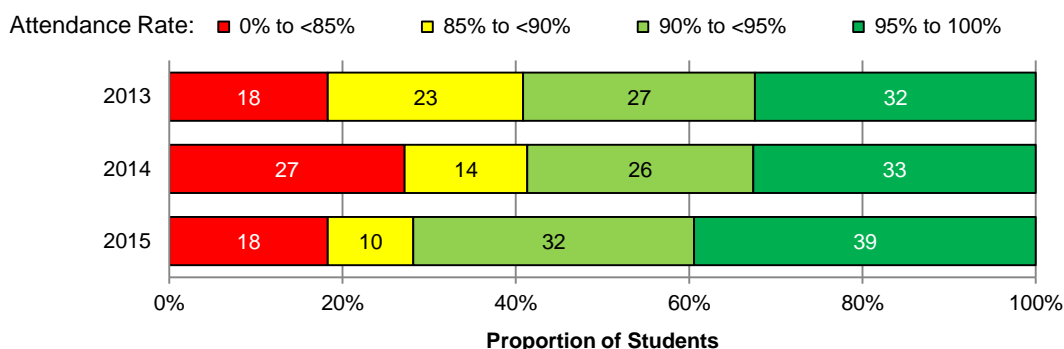| Student attendance rate for each year level (shown as a percentage)												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	86%	91%	89%	91%	91%	86%	89%	94%					
2014	93%	82%	90%	92%	96%	86%	86%	90%					
2015	91%	94%	90%	92%	92%	93%	90%						

*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.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	18	23	27	32
2014	27	14	26	33
2015	18	10	32	39

Proportion of Students (0% to 100%)

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.

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.

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

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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.