



Glenwood State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



## Contact Information

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## School Overview

Glenwood is a 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 regular data analysis, 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 persistence) are taught explicitly. These are also a part of our everyday school life. Students participate in the Active After School Sports Program one day a week. Homework club is also run once a week to assist students and parents. Students requiring extra support receive assistance from a range of school staff and visiting specialists.

## 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 2017

Throughout 2017, we strengthened our focus on the enhancement of reading for all students. We tightened our focus to ensure that all our work was focussed and evidence based according to our data and Australian curriculum demands. We focused on four areas within the State School's strategy to guide our work in improving reading. These were collegial engagement, knowing our learners, knowing the curriculum and consistent pedagogy (way of teaching).

Collegial Engagement – At the beginning of 2017, we produced a set of agreed upon protocols for all staff to be able to engage in collegial learning throughout the school (Collegial Framework Agreement). This means, that coaching/mentoring/feedback is a regular occurrence within our school and the way in which this is done, is consistent with all staff members. This was a key artefact that has enabled us to improve our instruction and in turn improving outcomes for all of our students.

Knowing our Learners – Every teaching staff member (Teachers and Teacher Aides) has engaged in data analysis and planning to ensure our intervention meets the needs of all individual students. This means that the teaching in classrooms is targeted every day. We use an easy to follow "Differentiation Surfboard" that enables the analysis of reading data and the identification of groups and individuals for specific intervention (eg. Rapid Reading, U2B (Upper Two Band) groups).

Knowing the Curriculum – In 2017, we looked further in to 'backwards mapping' our assessment pieces in English. This was to ensure that the core skills required for assessment success were being taught explicitly and targeted to individuals/groups of students' needs. This process is called "pre-moderation" and we complete "anchor charts" to display all required information. The anchor charts are referenced all throughout the term as a way of keeping the teaching and learning targeted and consistent.

Consistent Pedagogy – Throughout 2017, all teaching staff were engaged in developing "co-verification" documents. These documents are lists of attributes that a particular reading lesson must have in them to be consistent across the school. Within the gradual release model of teaching reading (modelled-shared; guided; independent) we focussed on the Modelled-Shared for a term. We then moved on to the Guided Reading section for a whole semester. Once these documents were in place, we then used them as tools for coaching/observation/feedback sessions/experiences. These documents and the processes behind them have ensured we are consistent in our teaching of reading across the school.

### Future Outlook

Reading is our major focus for 2018. We analyse and discuss student data to inform our teaching and intervention practices. We believe that all students can be successful and have high expectations of all students to succeed. The community are supporting us through the P&C to ensure we have the best resources. We have a targeted use of our school resources to assist with improving reading across the whole school. Our 'Investing for Success' grant is being used to provide a teacher, twice a week, to work with our students that require further nurturing to ensure they continue succeeding above their benchmark. We are also using this grant to enable teachers to have more curriculum planning time and to purchase more reading material for guided reading groups. We are ensuring every teacher and teacher aide have the skills to teach reading and implement any required intervention with individual students. This is done through accessing quality and relevant professional development and regular conversations/feedback with the Principal and visiting experts. The teachers have been working hard with the Principal to ensure that the curriculum they deliver aligns with the Australian curriculum standards and individual student needs. In all classrooms, we deliver the curriculum using explicit teaching and ensure all students receive quality feedback on their work, so that they are constantly improving. We differentiate our curriculum to ensure every student is receiving the support they need, to succeed at their level. We are feeling great about 2018 and the improvements and/or achievements ahead!

# Our School at a Glance

## School Profile

|                                     |                    |
|-------------------------------------|--------------------|
| <b>Coeducational or single sex:</b> | Coeducational      |
| <b>Independent Public School:</b>   | No                 |
| <b>Year levels offered in 2017:</b> | Prep Year - Year 6 |

### Student enrolments for this school:

|             | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| <b>2015</b> | 68    | 32    | 36   | 3          | 89%                              |
| <b>2016</b> | 85    | 44    | 41   | 7          | 89%                              |
| <b>2017</b> | 83    | 39    | 44   | 4          | 84%                              |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

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

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES |      |      |      |
|---------------------|------|------|------|
| Phase               | 2015 | 2016 | 2017 |
| Prep – Year 3       | 23   | 14   | 20   |
| Year 4 – Year 6     | 21   | 17   | 25   |
| Year 7 – Year 10    |      |      |      |
| Year 11 – Year 12   |      |      |      |

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Pre-Prep children visits to school, and teacher visits to local kindergarten as part of transition to Prep program
- Sheena Cameron's Reading Comprehension Strategies – explicit teaching where students receive modelled/shared reading, then guided reading and finish the week with independent tasks (utilising taught focus skill)
- '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, organisation, 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.

### Co-curricular 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 for students (when available)
- 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.

## Social Climate

### Overview

The school climate of Glenwood is very good. 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.

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. 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. 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

#### Parent opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that:  | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016)  | 78%  | 75%  | 92%  |
| this is a good school (S2035)  | 89%  | 100% | 92%  |
| their child likes being at this school* (S2001)  | 100% | 100% | 88%  |
| their child feels safe at this school* (S2002)   | 100% | 100% | 96%  |
| their child's learning needs are being met at this school* (S2003)                                     | 89%  | 75%  | 88%  |
| their child is making good progress at this school* (S2004)  | 78%  | 75%  | 92%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 89%  | 75%  | 96%  |
| teachers at this school motivate their child to learn* (S2007)   | 78%  | 75%  | 96%  |
| teachers at this school treat students fairly* (S2008)   | 78%  | 75%  | 76%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 100% | 75%  | 96%  |
| this school works with them to support their child's learning* (S2010)                                 | 78%  | 75%  | 92%  |
| this school takes parents' opinions seriously* (S2011)   | 78%  | 75%  | 84%  |
| student behaviour is well managed at this school* (S2012)  | 89%  | 50%  | 72%  |
| this school looks for ways to improve* (S2013)   | 88%  | 75%  | 92%  |

| Performance measure                               |      |      |      |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| this school is well maintained* (S2014)           | 78%  | 100% | 100% |

### Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree# that:   | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048)                               | 100% | 93%  | 92%  |
| they like being at their school* (S2036)  | 90%  | 97%  | 85%  |
| they feel safe at their school* (S2037)   | 97%  | 95%  | 92%  |
| their teachers motivate them to learn* (S2038)                                    | 97%  | 95%  | 92%  |
| their teachers expect them to do their best* (S2039)                              | 100% | 100% | 97%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 92%  | 90%  |
| teachers treat students fairly at their school* (S2041)                           | 87%  | 87%  | 82%  |
| they can talk to their teachers about their concerns* (S2042)                     | 81%  | 88%  | 92%  |
| their school takes students' opinions seriously* (S2043)                          | 97%  | 85%  | 79%  |
| student behaviour is well managed at their school* (S2044)                        | 100% | 75%  | 79%  |
| their school looks for ways to improve* (S2045)                                   | 100% | 95%  | 90%  |
| their school is well maintained* (S2046)  | 100% | 88%  | 82%  |
| their school gives them opportunities to do interesting things* (S2047)           | 100% | 95%  | 82%  |

### Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree# that:  | 2015 | 2016 | 2017 |
| 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)  | 100% | 92%  | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 86%  | 100% |
| students are encouraged to do their best at their school (S2072)   | 100% | 100% | 80%  |
| students are treated fairly at their school (S2073)  | 100% | 100% | 80%  |
| student behaviour is well managed at their school (S2074)  | 100% | 92%  | 90%  |
| staff are well supported at their school (S2075)   | 100% | 92%  | 90%  |
| their school takes staff opinions seriously (S2076)  | 100% | 80%  | 90%  |
| 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)   | 100% | 92%  | 100% |

\* 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 mostly by volunteers. Classroom teachers encourage parents to become classroom parent helpers. Parents regularly assist class teachers operating reading groups, lesson rotations, and with supervision on excursions.

## Respectful relationships programs

We have a range of methods to educate students regarding respectful relationships. Our 3-6 girls attend a "Girl's Social Skills" program run by AngliCare, once a week for a term. 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, in their pastoral care times, throughout the school week. Our younger students, as well as other identified students, do a program called "Zones of Regulation" to assist them in identifying and managing their emotions and reactions to certain everyday stimuli.

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

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES     |      |      |      |
|----------------------------------|------|------|------|
| Type                             | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 8    | 28   | 16   |
| Long Suspensions – 11 to 20 days | 0    | 0    | 0    |
| Exclusions                       | 0    | 0    | 0    |
| Cancellations of Enrolment       | 0    | 0    | 0    |

## Environmental Footprint

### Reducing the school's environmental footprint

Glenwood State School is a rural school that is committed to ecological measures to reduce our environmental footprint. Relying 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 |
| 2014-2015                          | 21,167          |          |
| 2015-2016                          | 22,497          |          |
| 2016-2017                          | 22,330          |          |

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.

## 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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

| 2017 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 8              | 8                  | 0                |
| Full-time Equivalents      | 5              | 5                  | 0                |

#### Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      |   |
| Masters                        |   |
| Graduate Diploma etc.**        |   |
| Bachelor degree                | 5 *Full Time Equivalents only                                 |
| Diploma                        |   |
| Certificate                    |   |

\*Teaching staff includes School Leaders

\*\*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 2017 were \$7 491.83 .

The major professional development initiatives are as follows:

- Leadership seminars/programs for Principal and BSM
- Maths/English curriculum networking days
- Curriculum forums for teachers

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%)   |      |      |      |
|--|------|------|------|
| Description  | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 94%  | 95%  |

### 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 2017.

## Performance of Our Students

### Key Student Outcomes Student Attendance

#### Student attendance

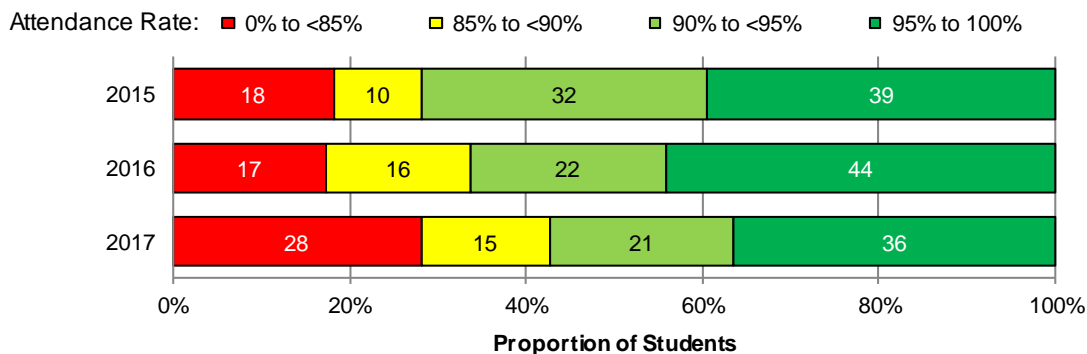
The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2017   |      |      |      |
|---|------|------|------|
| Description   | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 92%  | 92%  | 89%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 89%  | 88%  | 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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level   | 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 |
| 2015   | 91%  | 94%    | 90%    | 92%    | 92%    | 93%    | 90%    |        |        |        |         |         |         |
| 2016   | 94%  | 90%    | 94%    | 93%    | 88%    | 93%    | 92%    |        |        |        |         |         |         |
| 2017   | 87%  | 91%    | 89%    | 93%    | 89%    | 87%    | 91%    |        |        |        |         |         |         |



### Description of how non-attendance is managed by the school

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 dramatically decreased our unexplained absences. Parents are now more aware in notifying the school of their children's absences. This is to ensure everyone's safety, each and every day.

## NAPLAN

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.

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