



Glenore Grove State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Our school was established in 1906 and is located off the Warrego just 30 minutes from Ipswich on the way to Toowoomba. We are a small, but vibrant school who provides a quality, supportive and inclusive education for students in Glenore Grove and surrounding areas. We are proud of the strong, supportive relationships we build between students, staff, parents and other community members.

We offer our students access to the Australian curriculum through a rigorous contextualised teaching and learning process. We pride ourselves on helping students achieve success through an effective reading program and high quality pedagogy. While our classes are structured as multi-aged, we teach some learning areas through straight year levels. We offer specialist lessons in Music, Physical Activity, German language and Technology.

Our inclusive program is supported by a strong Student Services team called the Diverse Learning Centre, which consists of the Principal, Guidance Officer, Support Teacher of Literacy and Numeracy and a Diverse Learning Teacher who meet regularly to ensure our students are supported to achieve their best. We offer students social skilling experiences through explicitly taught behaviour lessons and self-regulation programs.

Recent facility upgrades include a new bank of laptops, interactive whiteboards, Wi-Fi upgrade, new turfing and playground areas and modern classroom furnishings.

Principal's Foreword

Introduction

The Glenore Grove State School Annual Report for 2016 reflects student, staff and community achievements and goals and also outlines future priorities and directions for Glenore Grove in 2016 and beyond. All decision making at Glenore Grove revolves around what is best for all students and our curriculum remains student centred and focused on achieving the best possible outcomes for all students. Glenore Grove State School is a small P-6 school with approximately 140 students. It offers all students a quality education program aimed at maximising student potential and achieving the best educational outcomes for all students.

- The School Annual Report contains:
 - School Progress towards goals in 2016
 - Future Outlook
 - School Profile
 - Curriculum Offerings
 - School Climate
 - Parent, student and teacher satisfaction with the school
 - Strategies for involving parents in their child's education
 - Staff composition, including Indigenous Staff
 - Qualifications of Teachers
 - Expenditure on, and participation in Professional Development
 - Average staff attendance
 - Proportion of staff retained from previous year
 - Key student outcomes
 - Achievement – Years 3,5
 - Other Key Outcomes

School Progress towards its goals in 2016

The key priorities from the 2016 Annual Implementation Plan are:

- Reading

At Glenore Grove the school revised current reading practices and program to ensure the program reflects best practice and the classroom practices are aligned to the intent and structure of the reading program.

We provided opportunities for staff to improve their skills and knowledge in the area of teaching reading. We welcomed opportunities for parents, volunteers and community members to improve their skills to support effective reading development practices.

- Implement whole school pedagogical practices

Glenore Grove State School adopted the Explicit Teaching model as promoted by the Darling Downs and Southwest Education Region. The Region conducted a series of workshops based around modules that allowed schools to explore the theory of Explicit Teaching before implementing this research-based approach in the classrooms. This is another ongoing priority that will develop over several years.

- Use data to inform teaching practice

Teachers were involved in sessions that presented school performance data for analysis and then devised effective strategies to address any areas of concern, and build on areas that showed high levels of performance.

- Using Coaching and Feedback as Capability Development Processes

Teachers were training as coaches to build staff capability after classroom visits.

- Positive Behaviour for Learning

Glenore Grove State School has been embedding this over the last few years and we continue on this journey to improve behaviour and learning for all.

Future Outlook

The Key Priorities for 2017 are:

- Reading
- Writing
- Numeracy
- Attendance
- Curriculum
- Positive Behaviour for Learning
- Pedagogy
- Data Literacy

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	146	68	78	7	83%
2015*	119	52	67	4	88%
2016	125	56	69	5	85%

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 2016, 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

Overview

Students come from backgrounds that are varied and includes farming families, manual labourers and some unemployed families, we have a small percentage of indigenous students. We also have a number of families that are of the Apostolic faith.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	23
Year 4 – Year 7	19	24	26
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

We delivery the Australian Curriculum through both multiage classrooms and in straight year levels.

- We continued to align our whole school plans with priorities identified in “United in our Pursuit of Excellence” that focuses on School Improvement from 2012-2016.
- We continued our Regional Focus in DDSW on improving reading results across the region with a focus on Explicit Teaching, Coaching and Feedback and Purposeful Use of Data.

Co-curricular Activities

- Instrumental Music
- Cluster, District and Regional Sport
- Glenore Grove is able fortunate to have a local Scout den on site. Which encourages current primary students to learn from past students now at high school returning as group leaders.
- We run a pre-prep program call – Step up. Which is run on a Wednesday morning to build relationships with families and prepare students for the transition into school.

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are used across the school to support learning. The school has a bank of 40 iPads that are used throughout the school to compliment learning and offer support for students to access the curriculum. The school has also purchased a bank of laptops that can move to classrooms to support teaching and learning programs. Each classroom has interactive whiteboards to assist in teaching and learning episodes.

Social Climate

Overview

Overview

Chaplaincy has been in place since 2008 and the Chaplain conducts structured play activities during breaks as well as supporting at risk students through a variety of strategies.

A guidance officer has been utilised in areas of counselling, academic assessment and supporting teachers with practical advice to enhance the teaching and learning process.

Students in foster care are supported through EQ and government programs to enhance learning.

The school continues its process to implement the Positive Behaviour for learning (PBL) scheme to provide a research-based, data-informed approach to managing student behaviour to enhance learning outcomes.

We have also invested in many proactive and supportive programs to improve students' social skills and self-regulation.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	92%	95%
this is a good school (S2035)	86%	92%	82%
their child likes being at this school* (S2001)	93%	92%	91%
their child feels safe at this school* (S2002)	93%	100%	95%
their child's learning needs are being met at this school* (S2003)	86%	92%	86%
their child is making good progress at this school* (S2004)	79%	100%	82%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	85%	86%
teachers at this school motivate their child to learn* (S2007)	86%	92%	86%
teachers at this school treat students fairly* (S2008)	93%	77%	76%
they can talk to their child's teachers about their concerns* (S2009)	93%	85%	95%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	86%	83%	91%
this school takes parents' opinions seriously* (S2011)	86%	75%	81%
student behaviour is well managed at this school* (S2012)	79%	85%	77%
this school looks for ways to improve* (S2013)	79%	92%	82%
this school is well maintained* (S2014)	71%	69%	82%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	94%	100%
they like being at their school* (S2036)	89%	94%	95%
they feel safe at their school* (S2037)	95%	94%	100%
their teachers motivate them to learn* (S2038)	96%	94%	100%
their teachers expect them to do their best* (S2039)	98%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	89%	97%	86%
teachers treat students fairly at their school* (S2041)	85%	86%	85%
they can talk to their teachers about their concerns* (S2042)	85%	74%	76%
their school takes students' opinions seriously* (S2043)	84%	76%	90%
student behaviour is well managed at their school* (S2044)	77%	75%	80%
their school looks for ways to improve* (S2045)	96%	100%	100%
their school is well maintained* (S2046)	95%	97%	100%
their school gives them opportunities to do interesting things* (S2047)	98%	94%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	88%	93%	92%
they feel that their school is a safe place in which to work (S2070)	100%	93%	92%
they receive useful feedback about their work at their school (S2071)	86%	93%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	60%	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%	93%	92%
student behaviour is well managed at their school (S2074)	63%	100%	92%
staff are well supported at their school (S2075)	63%	87%	92%
their school takes staff opinions seriously (S2076)	67%	87%	92%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	50%	79%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
their school gives them opportunities to do interesting things (S2079)	75%	93%	92%

* 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

Parental involvement in schools brings about a range of benefits for students, the school in general and the parents themselves.

Our parents are involved in a large range of activities at Glenore Grove State School including:

- P&C Association
- P&C Fundraising activities
- Classroom volunteers
- Grounds care & gardening
- Planning for school-wide events
- School Wide Positive Behaviour Support process
- Uniform Shop
- Step up into education program

We have developed strong relationships with all parent, and particularly parents of diverse learners so we can offer supportive adjustments to assist these students access school and learning in a successful manner.

Respectful relationships programs

Our school is a Positive Behaviour for Learning school that teaches students to respectful towards others and responsible for their actions. We run several programs that support student development in self resilience through *Play is the Way, Rock 'n' Water* and the use of the *Zones of Regulation*. We have a chaplaincy program at the school. The Life Education Van also visits the school each year.

The school has developed and implemented a program or programs that focus on appropriate, respectful 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	53	69	72
Long Suspensions – 6 to 20 days	0	1	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.

Environmental Footprint

Reducing the school's environmental footprint

The pleasing reduction in water consumption has been brought about through timely maintenance of leaks and water facilities, increased use of tank water facilities and reinforcing the need to conserve water with members of the school community. To address the increase in electricity consumption (primarily through the use of air conditioners in classrooms) conservation strategies are being promoted for all staff. The school has installed solar power cells to help reduce its environmental footprint and students have access to learning opportunities involving the school's output from these panels.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	46,588	773
2014-2015	31,067	405
2015-2016	55,077	758

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

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	10	9	0
Full-time Equivalent	7	6	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	10
Diploma	1
Certificate	2

*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 2016 were \$47 321

The major professional development initiatives are as follows:

- Literacy
- Positive Behaviour for Learning
- Explicit instruction
- Coaching
- Numeracy

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	89%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	84%	74%

*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 2016 for all Queensland Primary schools was 93%.

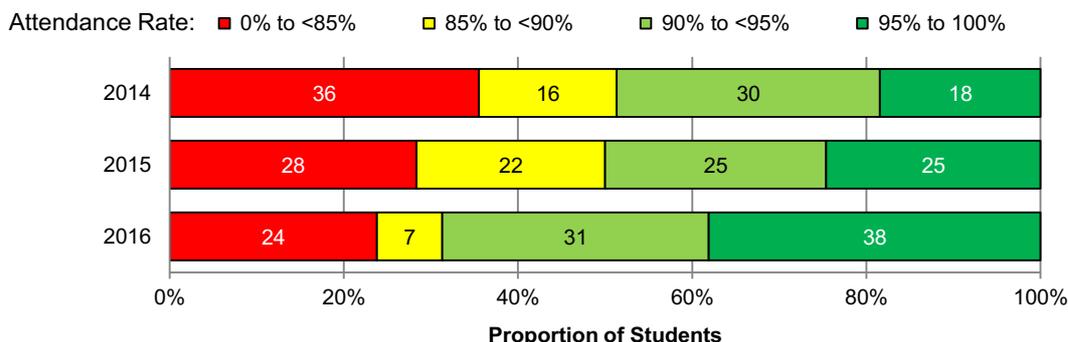
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	84%	86%	84%	88%	91%	86%	91%					
2015	89%	90%	87%	91%	86%	91%	89%						
2016	88%	93%	93%	92%	87%	88%	93%						

*Attendance rates effectively count 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:



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.

We mark our rolls each day at 9am and 1pm. Each morning at 9:30 an SMS is sent out to families that have not contacted the school. We celebrate and acknowledge attendance through collection of class data each day, and rewards for classes with the weekly highest. We also have rewards for classes that have 100% attendance 3 days in a row.

We have mid term and end of term rewards sessions and prizes for individual students with 100% attendance.

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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