

Glennie Heights State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 428 Warwick 4370
Phone	(07) 4660 5777
Fax	(07) 4660 5700
Email	principal@glennieheightsss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Paul O'Mara - Principal

From the Principal

School overview

Glennie Heights State School is a fantastic educational site set in wonderful grounds within the city of Warwick, Queensland. Our school's vision, "With these keys, I'll unlock the future" is supported by our school Motto, "Aim for the Highest" and is testament to a belief that all students can achieve success in their learning. Over more than 50 years, Glennie Heights State School has benefited from strong leadership and teaching; backed up by supportive parents/caregivers and community connections. Our school has an excellent reputation for innovative programs and quality facilities. We encourage a balanced educational program that develops positive lifelong learning habits. Ensuring access to a variety of quality programs requires: students to actively participate; parents to support the student, staff and school; teachers to provide substantial and authentic learning experiences; schools to maintain a successful learning facility/environment. At Glennie Heights State School, we respect tradition, while embracing the future; responding to the current and potential needs of our students and families.

School progress towards its goals in 2018

Our school has worked hard to review our teaching and learning practices over the past six years in order to eliminate barriers to learning for all members of the school community. All teaching staff have been provided with specific ongoing training in Literacy and Numeracy as well as introducing all aspects of the National Curriculum and Education Queensland's C2C tasks.

Our priorities:

- Literacy Blocks have been continued throughout each year level with a particular focus on reading, writing and spelling (with 'First Steps Reading', 'RIC Spelling', 'C2C Spelling', '7 Steps to Writing' and 'CARS and STARS' as the programs to support us).
- Investing For Success – the Queensland Government commitment to National Minimum Standards resulted in an over \$94 000 injection of funds into our school. Small group daily reading lessons were maintained within a rigorous testing cycle. Please refer to our signed guarantee and update on our website.
- Explicit Teaching – WALT, WILF, TIB, and the framework of an explicit teaching lesson have been embedded and the regular use of a Pedagogy Coach has been maintained.
- Pedagogical Framework – a framework was continually reviewed and implemented across the school.
- Attendance – a variety of strategies have been introduced to develop better student attendance; text messages to parents have enabled parents to respond faster and have reduced unexplained absenteeism.
- School/Family/Community Partnerships – Epstein's 6 Keys have been utilised to support an ongoing commitment to fostering healthy, productive relationships that forefront student learning.

Outlook

2018	2019	2020
<i>Writing</i> – embedding of GHSS '7 steps to writing' framework; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2017 results)	<i>Writing</i> – review of 2016-2018 writing data as part of QSR; consideration of continued class implementation of GHSS '7 steps to writing' framework; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2018 results)	<i>Quadrennial School Review outcome will inform priorities</i>
<i>Spelling</i> – embedding of RIC Spelling Workbook program alongside C2C Spelling; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2017 results)	<i>Spelling</i> – review of 2016-2018 spelling data as part of QSR; consideration of continued class implementation of RIC Spelling Workbook program alongside C2C Spelling; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2018 results)	<i>Quadrennial School Review outcome will inform priorities</i>

<i>Reading</i> – embedding of GHSS Reading Framework; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2017 results)	<i>Reading</i> – review of 2016-2018 reading data as part of QSR; consideration of continued class implementation of GHSS Reading Framework; target: increased NAPLAN NMS attainment Years 3 & 5 (compared to 2018 results)	<i>Quadrennial School Review outcome will inform priorities</i>
<i>Coaching and Feedback (C&F)</i> – embedding of GHSS C&F Model; target: 100% teaching staff to engage productively with GHSS C&F Model – evidence Annual Performance Plan, Professional Development Plan	<i>Coaching and Feedback (C&F)</i> – embedding of GHSS C&F Model; target: 100% teaching staff to engage productively with GHSS C&F Model – evidence Annual Performance Plan, Professional Development Plan	<i>Quadrennial School Review outcome will inform priorities</i>
<i>Attendance</i> – embedding of GHSS attendance policy, continuation of daily text and weekly phone calls for unexplained absence follow up; target: 100% unexplained absences; 95% daily attendance	<i>Attendance</i> – embedding of GHSS attendance policy, continuation of daily text and weekly phone calls for unexplained absence follow up; target: 100% unexplained absences; 95% daily attendance	<i>Quadrennial School Review outcome will inform priorities</i>
<i>School/Family/Community Partnerships – Epstein’s 6 Keys</i> – focus on increased participation in all ‘keys’; monitoring of data; celebration of successes	<i>School/Family/Community Partnerships – Epstein’s 6 Keys</i> – focus on increased participation in all ‘keys’; monitoring of data; celebration of successes	<i>Quadrennial School Review outcome will inform priorities</i>

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	158	177	164
Girls	73	85	77
Boys	85	92	87
Indigenous	44	44	44
Enrolment continuity (Feb. – Nov.)	91%	91%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our school has gradually changed from enrolling generations from one family to a more transient group. We have become more dependent on local employment and housing opportunities and compete with at least seven other primary school providers in the Warwick City area. The number of students identifying ATSI has been increasing. The student body is predominately Australian born however; children from other countries do make up a small percentage of enrolments.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	21
Year 4 – Year 6	23	23	21
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- School values program encapsulated in 'The Keys to Success' (organisation, confidence, emotional resilience, getting along and persistence)
- A very effective Behaviour Management program based on the 'You Can Do It' program, which supports the right of every child to have an uninterrupted learning environment
- Student Leadership Program
- Current Curriculum Plan reflecting Department of Education and Training expectations
- A whole of school 'kitchen gardening' program

Co-curricular activities

- Instrumental music programs
- Interschool sport (soccer, cricket, softball, t-ball, rugby league, netball); Southern Downs cross country, athletics; ball games
- Sporting Schools Program
- The local Police Service support our school through the 'Adopt A Cop' program
- Annual celebrations usually include NAIDOC Week; Harmony Day; Rodeo Week; Jumpers & Jazz in July; Readers Cup, Premier's Reading Challenge; Clean Up Australia Day; ANZAC Day; Remembrance Day and our Local Warwick Show activities and events

How information and communication technologies are used to assist learning

Professional Development opportunities for staff are accessed online and in staff meetings to appropriately address the Digital Technologies Syllabus. Learning experiences for all students are meaningful, engaging and relevant. Students are able to access a range of computer sites and configurations throughout the school including class based computers, a computer lab, laptop computers, iPads, data projectors and interactive whiteboards. Teachers innovate using technologies to enhance teaching and learning using online content, software packages and The Learning Place.

Social climate

Overview

Our school community is very aware of the many issues that face students in their daily school life. We have zero tolerance for bullying and encourage safe, respectful and responsible behaviour at all times. As a sample of how our parents and students feel about a variety of social issues at Glennie Heights State School, we can say that in the 2018 School Opinion Survey, 100% of Parents were satisfied that *'their child felt safe at our school'*, that *'my child's learning needs are being met at this school'* and that their *'children were treated fairly.'* 98% of students were satisfied that they were *'Safe at school'*, 100% of students were satisfied that they were *'getting a good education at this school'* and that *'my teachers challenge me to think.'*

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	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)	100%	92%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• 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)	100%	83%	90%
• teachers at this school motivate their child to learn* (S2007)	100%	92%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	89%
• this school takes parents' opinions seriously* (S2011)	100%	100%	89%
• student behaviour is well managed at this school* (S2012)	100%	100%	90%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	96%	100%	96%
• they feel safe at their school* (S2037)	98%	97%	98%
• their teachers motivate them to learn* (S2038)	98%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	96%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	100%	98%
• teachers treat students fairly at their school* (S2041)	90%	97%	96%
• they can talk to their teachers about their concerns* (S2042)	88%	94%	98%
• their school takes students' opinions seriously* (S2043)	94%	100%	94%
• student behaviour is well managed at their school* (S2044)	86%	97%	90%
• their school looks for ways to improve* (S2045)	96%	100%	100%
• their school is well maintained* (S2046)	100%	100%	96%
• their school gives them opportunities to do interesting things* (S2047)	94%	97%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	94%
• they receive useful feedback about their work at their school (S2071)	93%	94%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	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%	94%	94%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	94%	94%
• their school looks for ways to improve (S2077)	93%	100%	100%
• their school is well maintained (S2078)	93%	94%	94%
• their school gives them opportunities to do interesting things (S2079)	93%	94%	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

Throughout the year, our school hosts special events including participation in an ANZAC Day service, NAIDOC and Harmony Day interactive activities, Rodeo dress up day, Jumpers and Jazz in July and the Warwick Show. All families are encouraged and welcomed to be a partner to their child or children's education at any time; we welcome communication and working together. We also host a Rewards Day at the end of each term, and parents are invited to be a participant or helper at any level where they would like to volunteer or assist. P&C Meetings are held monthly, tuckshop weekly and fundraising at least twice a year. Parents are invited to take up the challenge to continue the important role of educating their child as the first teacher, in partnership with staff, in order to assist children to achieve success. The research related to outcome achievement and the ratio of parent support is well publicised, encouraged through interviews, open days, assemblies, special events and other special meetings, invitations to chat to the Teacher

or Principal or to visit whenever possible. During 2018, our school continued its journey using a project called School, Family and Community Partnerships.

Our Special Education Program (SEP) is fully integrated within each classroom; Special Education Teachers (SET) interact and support students and staff over three days each week. Disability identification, support strategies and program reviews involve all interested parties. Classroom teachers utilise the GHSS differentiation bank of ideas to make suitable environmental, pedagogical and curriculum changes that assist the diverse needs of all students; these adjustments are included in weekly and termly planning documents.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We are committed to fully embedding the Program Achieve – You Can Do It resources with a focus on the ‘keys to success’ (confidence, persistence, getting along, organisation and emotional resilience) along with the 12 positive habits of the mind. Weekly awards are given to students in each class who have exhibited one or more of the keys in their daily life. Termly rewards days are held with over 98% of eligible involvement. All students are given weekly lessons that assist in developing the keys to success and are assisted in being able to **recognise, react and report** when they, or others, are unsafe.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	5	5	8
Long suspensions – 11 to 20 days	0	1	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school’s environmental footprint

Staff and students have engaged in a variety of units of work where the impact of non-sustainable practices have been studied, knowledge gained and understanding has evolved. The whole school is committed to a process to reduce their carbon footprint throughout the school and the community with the solar schools program helping us move towards this goal. An annual recycling audit has been undertaken with the continued implementation of a worm farm and a variety of recycling bins in the classroom and playground. The kitchen garden project allows students to access the ‘garden to plate’ philosophy.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	44,601	69,684	66,750
Water (kL)	276		782

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school’s environmental footprint.

*OneSchool is the department’s comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	16	10	<5
Full-time equivalents	14	6	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	4
Bachelor degree	8
Diploma	2
Certificate	

*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 2018 were \$7000.

The major professional development initiatives are as follows:

- * CPR (whole of staff first aid course)
- * BSM network affiliation (admin officer)
- * Warwick Administrator's Road Tour, Principal's Meetings (Principal)
- * Magic Words Workshops (with author of Magic Words program)
- * iEducate Conference (Principal)
- * Rock and Water Program (Guidance Officer)
- * Beginning Teacher Mentoring program (graduate teacher)
- * Cleaner's Workshop (cleaners)
- * HOC meetings (SET)
- * Student Free Days (all staff)

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	88%	89%
Attendance rate for Indigenous** students at this school	87%	84%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

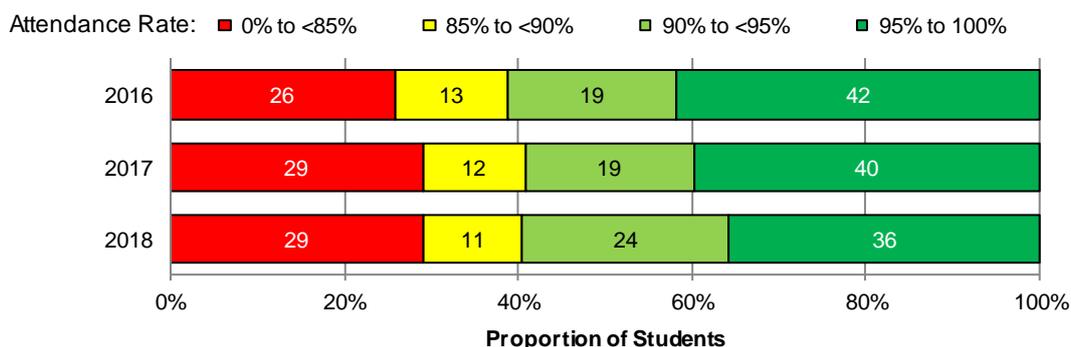
Year level	2016	2017	2018
Prep	88%	92%	90%
Year 1	91%	88%	90%
Year 2	88%	92%	87%
Year 3	91%	85%	94%
Year 4	90%	88%	84%
Year 5	90%	86%	87%
Year 6	90%	88%	88%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.