

Glenden State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

The intention of this report is to provide the community with a snapshot of the progress Glenden SS P-12 Campus has made in key performance areas. Hard copies are available from the school office on request. Our school is supported by a very active Parents and Citizen Association who support our students in all areas of their learning. This has been reflected by the strong results of our Student, Parent and Staff School Opinion Surveys and the reputation Glenden State School has already achieved by providing excellence in education over the past 28 years. With an agenda of continuous improvement, we have used our data from 2012 to inform us of the priorities for 2013 and implemented programs and strategies to accommodate this improvement. This school report provides an extensive review of the 2013 school year. School data is presented on the progress of our students and staff as well as outlining our successes so far with our future direction for 2012.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

Focus Area	Progression
Utilise Flying Start resources to position the school for a successful transition	Successful transition occurred as one of 19 Pilot schools throughout Queensland to introduce Year 7 into high school
High quality teaching practices	Glenden State School staff have undergone extensive Professional Development around Explicit Instruction and furthered their understanding around high quality teaching practices. Classroom observations and peer feedback has become the norm.
Use the Developing Performance Framework as a tool to align teacher capability development with school priorities	All staff have undertaken DPF conversations which have led to an increase in staff professional development occurring and catering for an increased knowledge and understanding of professional practices
Australian Curriculum implementation, delivery and engagement	All staff are using Australian Curriculum as the basis for teaching and learning in their respective Key Learning Areas
Achievement and Improvement	Glenden State School increased its Student Relative Gain at a greater rate than the nation in the 11 out of the 20 NAPLAN strands. Glenden State School was statistically similar to or better than the nation in 19 out of the 20 NAPLAN strands for students reaching the National Minimum Standard.

Future outlook

Key areas for improvement in the 2014 School Implementation Plan include:

Facilitate the use of data to drive teaching practices

Facilitate peer observation and feedback

Using the Developing Performance Framework as a tool to align teacher capability development with school priorities

Continuous monitoring of student achievement

Establish and monitor benchmarks and individual targets for students

Dedicated staff to monitor, track and report on attendance of students

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	291	148	143	93%
2012	293	151	142	87%
2013	317	163	154	82%

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

Characteristics of the student body:

The Glenden SS student population is moderately transient due to the majority of families being employed by the local mining company. Student pathways at the completion of year 12 are various with students perusing both vocational and tertiary pathways.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	24	21
Year 4 – Year 7 Primary	26	19	23
Year 7 Secondary – Year 10	15	14	17
Year 11 – Year 12	10	10	8

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	1	1	12
Long Suspensions - 6 to 20 days	2	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	1

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings

The Glenden SS 'Success in Literacy Program' involves two hours of uninterrupted learning time each day to all students from Prep through to Year 7. During his time students are engaged in the explicit teaching of literacy through teacher directed activities, as well working in small groups with teacher aides and parents.

PAT Mathematics is used from Year 3 through to Year 10 to identify individual student and cohort strengths and weaknesses in Mathematics.

Cars and Stars (Reading Comprehension) and Cams and Stams (Numeracy Comprehension) is used from Year 3 through to Year 10 to identify individual student and cohort strengths and weaknesses in Reading and Numeracy

Mathletics has been implemented into the school Mathematics program to encourage students enthusiasm in Mathematics

Year 7 Transition is a program which enables year 7 students to partake in SOSE, Health, Manual Arts and Home Economics with high school teachers. This gives students a better insight into assessment, safety and high school curriculum. This allows our students and teachers to develop and establish relationships.

The 'Building an Employable and Engaged Workforce' program has been established through collaborative school, community and local industry partnerships with an emphasis on delivering world class educational experiences. The vision behind the program reflects

Extra curricula activities

The school participates in an Interschool Sport Program but remains challenged by the distance between schools. Rugby League participation continues to increase, along with Netball and Touch Football. Cross Country, Athletics and Swimming Sports Carnivals are held each year for the enjoyment and spirit of competing for your house. The school has 3 houses that have adopted the names of roman gods Apollo, Jupiter and Neptune. They all take to the sporting venues to compete for the coveted shield awarded at the end of the carnivals.

Each term the school endeavours to hold a School Dance, generally at the Rec centre and with a theme attached.

How Information and Communication Technologies are used to assist learning

Glenden SS has an excellent students / computer ratio with computer labs in the primary and secondary school, laptops in the secondary school for integration in individual classrooms and laptops in the school Resources Centre.

New School Buildings have been designed to incorporate ICT infrastructure to create learning environments that enhance ICT delivery.

Interactive whiteboards are now available in the majority of classrooms at Glenden State School and provide students with and exciting and modern mode of lesson delivery.

ICT's are integrated across all KLA's in everyday curriculum delivery. Laptops are readily accessed by students to enhance the learning experience. The take home laptop program for all students in Year 11 and 12 has allowed the classroom to be taken in the home with greater learning experiences available to the students. Online learning environments have been established by several classes engaging students in a new digital learning environment.

Glenden State School has now also invested in XO laptops for every student in Prep, Year 1 and Year 2. An XO is a rugged, low-cost, low-power, connected laptop. They provide collaborative, joyful and self-empowering learning.

Social climate

Glenden SS prides itself on creating a safe, supportive learning environment where the needs of all learners are catered for through the various school programs / services provided. The school has a strong anti-bullying culture that is reinforced through our School Wide Positive Behaviour Program. This is supported through classroom programs and school support staff including school Guidance Officer. The school values of Success, Safety and Respect are regularly reinforced throughout every facet of the school environment. Our school based program has been so successful that it has progressed through to the second tier of training for staff.

The school opinion survey data indicates that there is a positive climate across all aspects of our school and community.

Our school at a glance

Parent, student and staff satisfaction with the school

The overall satisfaction of parents, students and teachers shows pleasing statistics. Data indicates that there are strong relationships between all three groups of stakeholders (staff, students, parents) which have created a positive learning environment and school community at Glenden State School.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	95%
this is a good school (S2035)	100%	90%
their child likes being at this school* (S2001)	100%	95%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	100%
their child is making good progress at this school* (S2004)	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	88%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	90%
student behaviour is well managed at this school* (S2012)	82%	95%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	95%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	94%
they like being at their school* (S2036)	93%	90%
they feel safe at their school* (S2037)	95%	95%
their teachers motivate them to learn* (S2038)	96%	94%
their teachers expect them to do their best* (S2039)	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	98%	91%
teachers treat students fairly at their school* (S2041)	95%	86%
they can talk to their teachers about their concerns* (S2042)	91%	84%
their school takes students' opinions seriously* (S2043)	95%	84%
student behaviour is well managed at their school* (S2044)	89%	83%

Our school at a glance

their school looks for ways to improve* (S2045)	98%	95%
their school is well maintained* (S2046)	98%	91%
their school gives them opportunities to do interesting things* (S2047)	95%	91%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	87%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	86%
students are encouraged to do their best at their school (S2072)	93%
students are treated fairly at their school (S2073)	90%
student behaviour is well managed at their school (S2074)	90%
staff are well supported at their school (S2075)	73%
their school takes staff opinions seriously (S2076)	71%
their school looks for ways to improve (S2077)	95%
their school is well maintained (S2078)	95%
their school gives them opportunities to do interesting things (S2079)	90%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents form an integral role in our school and the education of student through various teaching / learning activities. These include:

Assisting in the SIL program

Assisting in numeracy rotations

Assisting with Certificate I RIO

Coaching and supervising students at sporting events

General parent helpers in the classroom

Attending information sessions relating to specific school program such as THRASS and Support-A-Reader

Supervising on school excursions

Attending regular meetings such as parent / teacher information evenings and subject selection meetings

Regular communications through the newsletter and email

Term planners and assessment calendars to monitor student progress

Glenden SS advocates for an 'Open Door' policy which encourages communication between parents and the school

Parents are involved in Semester reviews for every student from Year 10 -12 to ensure that students are on target to achieve their QCE and career aspirations

Integral in the development of student SET plans

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Solar Schools Program has been implemented with solar panel installed on our library building

Glenden SS has progressed to electronic forms of communication for parent letters and the fortnightly newsletters

Glenden SS implemented our SEMP plan which incorporates all sectors of our P-12 School

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	148,849	224
2011-2012	104,037	224
2012-2013	127,508	224

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

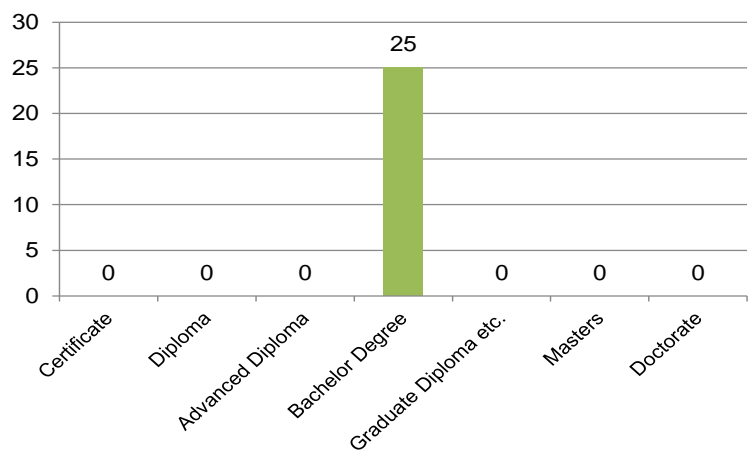
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	25	15	0
Full-time equivalents	24	10	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	25
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	25



* 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 2013 were \$ 27383.67

The major professional development initiatives are as follows:

Explicit Instruction

Targetted teaching pedagogy improvement

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 67% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	92%	91%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

Student attendance rate for each year level (shown as a percentage)

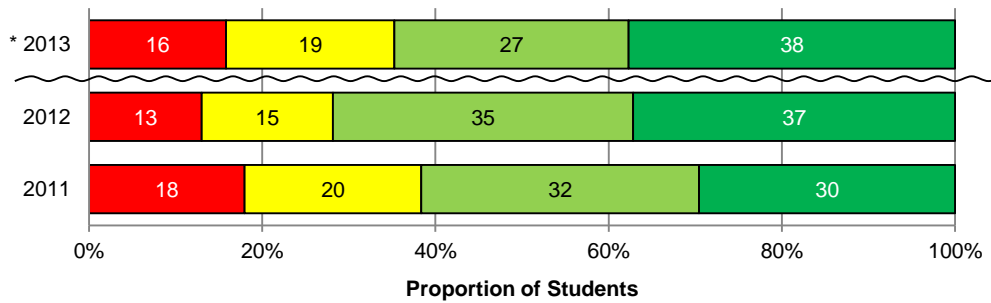
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	92%	94%	95%	92%	91%	94%	87%	82%	88%	82%	80%
2012	91%	93%	93%	93%	95%	93%	93%	94%	92%	88%	89%	91%
2013	92%	89%	92%	90%	93%	94%	92%	91%	95%	86%	88%	88%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Glenden SS attendance rolls are marked twice a day, morning and afternoon, with students required to provide an explanation for an absence, in document form or via parent phone call, the next day of their attendance. Parents of students who have been absent a minimum of three days without explanation receives school phone communication. Notification is sent to all parents each term regarding absences and further explanation sought for any absence not accounted for. Text messages are sent every day to the parents of a student who has been marked absent without an explanation.

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.

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GO

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Sector Government
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SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Glenden SS continues to Close the Gap between Indigenous and Non-Indigenous attendance with only a 3.1% difference in attendance rates.

As the number of indigenous students in any year level is less than 3, it is not possible to accurately make comment on the Gap in Reading, Writing and Numeracy or the apparent retention of students from Yr 10-12.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	63%	78%	118%

Performance of our students

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	11	14	11
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	4	5	5
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	3	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	11	14	11
Number of students awarded an Australian Qualification Framework Certificate II or above.	4	11	8
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	11	14	11
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	50%	100%	80%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.		80%	100%

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	0	1	1	2	0
2012	0	2	3	0	0
2013	0	0	4	1	0

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	11	4	0
2012	14	11	3
2013	10	8	1

As at 5 May 2014. The above values exclude VISA students.

Certificate I RIO; Certificate I IDMT; Certificate I Construction

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

All students at Glenden SS are guided through post schooling options. Each individual student undergoes a Semester review which involves parent meetings to discuss the various pathways available to each individual student. If there are early leavers then the student and parents are contacted to ensure that the student is engaged in work or further education. Students who left prior to finishing Year 12 were converted from traineeships to fulltime apprenticeships.