



Glenmore State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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School overview

Glenmore State School, established in 1889, is located in Farm Street, North Rockhampton approximately one kilometre from the Central Queensland University. The school was constructed on the present site in 1971. The school is staffed with a Principal, Deputy Principal, Head of Curriculum, Head of Special Education Services and Master Teacher, as well as primary teachers. Teaching staff are supported by specialist teachers in LOTE (Japanese), HPE and Music as well as Support Teachers for Learning Difficulties and Special Education. The Glenmore State School community values effective learning and teaching, co-operation in a climate of respect, tolerance and understanding, commitment to effort, pride in one's work and acceptance of responsibility for one's actions and behaviour. Our school community promotes Respect, Responsibility, Honesty, Trust and Care. Each year students at Glenmore are involved in a range of special activities including Reading Buddies,

Premier's Reading Challenge, ICAS Competitions, Cross Country, Fun Run & Athletics, Annual 'Glenmore Celebrates' Concert, Signing Choir, Singing Choirs, Concert Band and String Ensemble. Glenmore State School focuses on quality learning and teaching through the Fleming Model of Explicit Instruction, delivered by an experienced and dedicated staff. With a C & K Kindergarten on the school grounds and Glenmore High located beside the primary school, Glenmore is in a unique position whereby students can move from kindergarten to Year 12 on virtually the same campus.

School progress towards its goals in 2018

In 2018, Glenmore State School continued to develop and implement quality learning programs that catered for a diverse and sometimes challenging range of students. This was achieved while teachers implemented the Australian Curriculum in English, Mathematics, Science, History and Geography. It is a credit to our dedicated teachers and support staff that our students have continued to grow in confidence, commitment and enthusiasm, and develop skills which will enable them to become successful individuals in our community and broader society.

There is a strong focus on social justice, care, kindness, friendliness and tolerance of difference to support the acceptance of all children in our community regardless of their culture or ability. Diversity is valued and celebrated at Glenmore State School.

In 2018, Glenmore State School continued the refinement of the already-embedded use of Explicit Instruction as its signature pedagogy – a pedagogy for which Glenmore has been recognised in the Central Queensland Region. Glenmore State School has continued on its school improvement journey following the Fleming Model of School Improvement. Focus on this model and developing consistency of practice has meant that the academic results of children in the school have continued to improve as in 2013-2016. Examples of this improvement include Glenmore's highest results to date in several domains of NAPLAN, exceeding that of many state and non-state schools in the area. The school continued to work closely with John Fleming, from Haileybury College, through professional visits each term.

Throughout 2018, Glenmore continued the implementation the 2016 – 2019 Strategic Plan and Explicit Improvement Agenda, with a focus on numeracy and higher achieving students.

All members of the Glenmore State School community are respectful, responsible, learners.

This has been underpinned by our two school rules:

- Follow the teacher's instructions immediately.
- Keep hands, feet and objects to yourself.

The above two rules are the cornerstones of "The Glenmore Standards", which are further defined with:

- I wear my uniform with pride
- I am well mannered
- I respect the environment

This document is updated on an annual basis and is used to directly inform the school's Quadrennial Planning Processes. A hard copy of this report will be available from the Administration Office at the school on request.

School Progress towards its goals in 2018

PRIORITY	STRATEGY
<p>Explicit Instruction /</p> <p>Improved outcomes for students in English and Mathematics and for U2B students</p>	<ul style="list-style-type: none"> • Staff professional development through continued consultancy with John Fleming • Lesson modelling by visiting Haileybury teachers • School leadership team coaching and feedback for class teachers • Continuation of Master Teacher research project – open-ended tasks / higher order thinking in Mathematics • Teacher and teacher aide professional development with Master Teacher • Master Teacher mentoring class teachers and modelling pedagogy • Refinement of Rapid Recall Routines for all year levels in Mathematics • Refinement of assessment tasks in Mathematics and commonality within year levels • Extension work for upper two band students • Introduction of robotics with age-appropriate resources • Cross-school moderation of student assessment tasks • Refinement of daily writing warm-ups to build student capacity in writing <p>Key Outcomes 2018</p> <ul style="list-style-type: none"> • 81.6% of students achieved a C or better in English, Maths and Science by end Semester 2 • 37% to 52% of students Prep to Year 6 achieved an A or B in English by end Semester 2 • 31% to 56% of students Prep to Year 6 achieved an A or B in Mathematics by end Semester 2 • 80% to 86% of students in Year 3 to 6 achieved a C or better in English by end Semester 2 • 81% to 90% of students in Year 1 to 4 achieved a C (including 90% of Year 3 students) or better in Mathematics by end Semester 2 • 92.1% of students achieved a C or better for effort Semester 2 • Positive engagement of students in HOT Maths and positive feedback via Master Teacher student survey • All beginning teachers worked with Haileybury staff with lesson modelling and coaching • Cross-school moderation confirmed accuracy and consistency of student assessment <p>This priority is ongoing.</p>
<p>Effective transitions - to Prep and to Year 7</p>	<ul style="list-style-type: none"> • Implementation of Step into Prep with Playgroup through external funding • Implementation of Connect and Grow playgroup • Liaison with local early years providers • C & K kindergarten accessing music lessons, library and special activities at Glenmore State School • Science lessons for all year levels at Glenmore State High School • Student engagement in a range of extension and transition activities at Glenmore State High School <p>Key Outcomes 2018</p> <ul style="list-style-type: none"> • Seamless transition to school for our Step into Prep children
	<ul style="list-style-type: none"> • Strong and consistent Prep enrolments with three Prep classes • Over 90% of Year 6 students transitioning to Glenmore State High School • Every class attended a science lesson at GSHS each semester • 98% of SCOPE program applicants successful in gaining entry to this GSHS extension program for 2018 <p>This priority is ongoing.</p>

<p>Improving student attendance and reducing the gap between indigenous and non-indigenous attendance</p>	<ul style="list-style-type: none"> • Promoting Every Day Counts and ‘We can do 92’ – school target 92% • MOU with outside agencies to support families with attendance at school • Recognition of school, year level, class and individual attendance through a range of forums • Students tracking own attendance rates • Formal processes for addressing non-attendance • Positive reinforcement and communication of achievement with attendance targets <p>Key Outcomes 2018</p> <ul style="list-style-type: none"> • The gap between indigenous and non-indigenous attendance remained static, with an increased focus for 2018 • 55% of students with 90% or better attendance, including 33% in the 95-100% bracket • All classes implemented attendance tracking in an age-appropriate manner <p>This priority is ongoing.</p>
<p>Behaviour expectations and positive behaviour recognition</p>	<ul style="list-style-type: none"> • Embedding of the five core ‘Glenmore Standards’ • Embedding the three levels of positive behavior achievement (Gum Leaf, Gum Nut and Koala – 8, 16 and 32 weeks respectively to achieve) • Reinforcement with school community about importance of uniform standard • Student weekly monitoring of own progress relative to the standards • Recognition via certificates and weekly parades as targets are met • Parental engagement with the standards and student qualification • Explicit teaching of each standard <p>Key Outcomes 2018</p> <ul style="list-style-type: none"> • Over 85% of students qualifying for positive behaviour awards relative to ‘The Glenmore Standards’ • 125 students achieving the highest Level 3 positive behavior award (a threefold increase from 2016) • Significant parent engagement, particularly with certificate presentation and office foyer display • Over 90% of students meeting the uniform standard, including black shoes; positive parent support with uniform compliance • 91.7% of students receiving a C or better for behaviour Semester 2, 2018 <p>This priority is ongoing.</p>

Future outlook

Future Outlook

PRIORITY	STRATEGY
<p>Closing the Gap Year 3 Reading</p>	<ul style="list-style-type: none"> • 0.6 FTE teacher purchase for Closing the Gap strategy; intense support for identified students in Prep to Year 2 • Purchase of Speech Language Pathologist time to facilitate early identification of oral language deficits • Identification of potential I/EALD students • Professional development completed for teaching and non-teaching staff with regional I/EALD staff • Regional I/EALD staff working alongside Learning Support and classroom teachers • Electronic Data Wall established for monitoring and celebrating student progress • Attendance closely monitored for students receiving support <p>GOALS and TARGETS</p> <ul style="list-style-type: none"> • All current Year 3 indigenous students meeting or exceeding NMS in 2018 NAPLAN Reading • Increased teacher capability in identifying I/EALD students and understanding strengths and weaknesses • Accurate recording of Bandscales from 2018 onwards • Long term goal – continued growth in C or better achievement for indigenous students through early identification and support; incremental reduction in the gap between indigenous and non-indigenous students C or better English data
<p>Improving the progression of Upper Two Band students from Year 3 to Year 5 NAPLAN</p>	<ul style="list-style-type: none"> • Individual mapping of current Year 5 students' Year 3 NAPLAN writing achievement (U2B students) • Learning goals for U2B students in writing • Case management of U2B students in NAPLAN Writing from Year 3 to Year 5; Year 4 coming on-line Semester 2 2018 • Professional development for Year 4 and 5 teachers to strengthen the teaching of writing and to improve academic rigour through a school-based writing coach • High quality exemplars on display for U2B student to engage with • Explicit feedback to students related to learning goals and assessment criteria <p>GOALS and TARGETS</p> <ul style="list-style-type: none"> • 10% of Year 5 students achieving U2B in Writing in 2018 • Students able to articulate their personal writing journey • Increased teacher confidence and capability • Long term outcome – consistency in U2B data from Year 3 to 5

Attendance	<ul style="list-style-type: none"> Fortnightly tracking of attendance rates of all students Students tracking own attendance rates in relation to school targets Strengthening of the “We can do 92” campaign Recognition of school, year level, class and individual attendance via parades and newsletters Weekly recognition of 100% attenders and draws on Friday parade Grocery voucher draws each term for all students meeting or exceeding the 92% school attendance target Use of school support staff and outside agencies to assist parents with attendance Designated attendance team members for follow-up of unexplained absences Promotion of Every Day Counts <p>Progress to date in 2018 compared with 2018:</p>														
	<table border="1"> <thead> <tr> <th></th> <th>Less than 85%</th> <th>85 to 90%</th> <th>90 to 95%</th> <th>95% or better</th> </tr> </thead> <tbody> <tr> <td>Semester 2, 2018</td> <td>33.6%</td> <td>11.3%</td> <td>20.4%</td> <td>34.7%</td> </tr> <tr> <td>Term 2, 2018</td> <td>23.5%</td> <td>10.4%</td> <td>14.1%</td> <td>52.0%</td> </tr> </tbody> </table>		Less than 85%	85 to 90%	90 to 95%	95% or better	Semester 2, 2018	33.6%	11.3%	20.4%	34.7%	Term 2, 2018	23.5%	10.4%	14.1%
	Less than 85%	85 to 90%	90 to 95%	95% or better											
Semester 2, 2018	33.6%	11.3%	20.4%	34.7%											
Term 2, 2018	23.5%	10.4%	14.1%	52.0%											

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	2018	2018
Total	443	421	388
Girls	204	199	177
Boys	239	222	211
Indigenous	129	124	115
Enrolment continuity (Feb. – Nov.)	91%	87%	91%

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.

Characteristics of the student body

Average class sizes

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

Phase of schooling	2016	2018	2018
Prep – Year 3	22	21	22
Year 4 – Year 6	25	25	24
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

Students attending Glenmore State School access the full range of Australian Curriculum Learning Areas (English, Mathematics, Science, History and Geography) as well as The Arts, Technology and Health and Physical Education and the cross-curricula priorities of Information and Communication Technologies. These are delivered systematically through a coherent and sequenced set of curriculum plans that clarify expectations for curriculum intent.

Specialist teachers provide class programs in:

Physical Education (PE) – including visits by specialists and development officers from AFL, NRL, Cricket, and Soccer

Information and ICT Skills. The ethical strands of ICTs are supported by annual Cyber Smart programs to upper school classes addressing cyber safety and cyber bullying

Languages Other Than English (LOTE) – Japanese is taught to Year 5 and 6 students which enables a smooth transition to the Glenmore State High School Japanese program

Music, which also incorporates choir groups, recorder and ukulele lessons, and music theory

Weekly Science lessons at Glenmore State High School

Standard Australian English as an intensive program for EAL/D students newly arrived in Australia or indigenous students whose first language is an indigenous dialect

A STLaN (Support Teacher Literacy and Numeracy) provides intensive targeted support to students with recognised learning needs, as well as extension reading programs with able readers

Prep to Year 3 “Closing the Gap” reading support

Instrumental Music teachers provide specialist tuition to students in

- Strings (Violin, Viola, Violoncello and Double Bass) from Year 3
- Woodwind, Brass, Percussion and Bass Guitar from Year 4

Students from Years 3 to 6 can access a guitar program coordinated by our Guidance Officer designed to build positive student image

Prep students access the Polley (Oley/PMAP) program as well as a Speech Language Pathologist

Glenmore State School runs both a Step into Prep with Playgroup and a Connect and Grow Playgroup program.

Religious Instruction is delivered to students from Years 1 to 6, with parental consent, by accredited Religion Instructors.

All classes receive explicit instruction from teachers in the school wide behaviour program – P.R.A.I.S.E. (Positive Reinforcement and Intensive Social Education)

Various lower and middle school classes engage in the AVA PetPEP program of responsible pet ownership and safety around animals, Fire Safety, and Emergency Procedures. Upper school students engage in transition programs with Glenmore State High School, including introductory SCOPE days and STEM 60. Glenmore maintains accreditation as a Sun Smart School and a Reef Guardian School. The school annually participates in the Reef Guardian Future Leaders Eco Challenge.

Co-curricular activities

At Glenmore State School, throughout 2018, students have again been able to access a wide range of opportunities outside the regular curriculum including:

Student Forum (Years 4, 5 and 6)

Interschool Sport – Netball, Soccer, Rugby League, Cricket, Hockey, Basketball, AFL, Softball, T-Ball, Cross Country, Oztag, Swimming and Track and Field.

Rockhampton District, Capricornia Region selection trials and State Primary School Sports Carnivals

CQ Regional Shield in Netball

A2B Limitless program delivered through Chaplaincy and Scripture Union

Senior and Junior Choir and Signing Choir

Combined Schools' Concert (Instrumental Music)

Choral Festival

Rockhampton Eisteddfod

ICAS competitions in Computer Skills, Science, English, Spelling, and Mathematics

Australian Mathematics Trust Australian Mathematics Competition

Glenmore State High School Challenge Cup

Maths Team Challenge

Future Leaders Eco Challenge

Visiting Authors

A wide range of Extended Learning Programs offered and co-ordinated by Glenmore State High School

Astronomy nights facilitated by Glenmore State High School

Science lessons in every year level at Glenmore State High School

NAIDOC Week and Reconciliation Week celebrations

Scholastic Australia Book Club and Book Fair

Premier's Reading Challenge

Simultaneous Story Reading

Simultaneous Song (Music Teachers)

Children's Book Council of Australia Readers Cup Competition

School Discos

How information and communication technologies are used to assist learning

At Glenmore, Information and Communication Technologies are embedded in all areas of the curriculum. All staff members are involved in ongoing Professional Development activities for using computers (PCs and laptops), interactive whiteboards, tablets (iPads), interactive wands, digital document viewers, interactive student response systems, data projectors, digital cameras, flip cameras and digital video recorders in the classrooms.

All classroom teachers use interactive white boards to teach all current areas of the Australian Curriculum. This technology is particularly employed to implement rapid recall routines and Explicit Instruction lessons in English and Mathematics.

The school has expanded the use of iPads and these are used to strengthen learning in a range of curriculum areas, as well as aiding the learning of students undertaking a Special Education Program. The school has implemented a robotics program, which includes a robotics club that is active during lunch breaks. Throughout their schooling, students

- Select and use ICT in the processes of inquiry and research and to create a range of products to suit the purpose and audience
- Reflect on the value of selected ICT in the inquiry process, the use of ICT as creative tools, and on their own use of ICT and identify ways to improve their effectiveness of communication
- Explore different digital media to communicate and collaborate
- Apply ethical standards and conventions when using ICT to communicate
- Use Document Viewers, “Digital Blue” microscopes, and a range of digital cameras
- Use Clear View (for Visually Impaired students)
- Use BeeBots robots
- Use Wiis for recreational and fitness use
- Use the following software – Microsoft Office programs (Word, Excel, PowerPoint, Publisher, Paint), Reading Eggs, Sunshine Online, 2-Simple Programs, Read Me, Maths Made Easy, Encarta
- Use iPad apps to aid learning in a variety of contexts
- Use age-appropriate robotics equipment both in class and voluntary robotics club activities

Social climate

Overview

Located on Farm Street, within a light industrial area and suburban shopping precinct of the northern suburbs of Rockhampton, Glenmore State School shares boundaries with Glenmore State High School, Capricornia School of Distance Education and a Crèche and Kindergarten facility on campus. It is in the local area of CQUniversity and nearby to a Christian school. Glenmore State School services a widely varying community across the northern suburbs with occupations of parents ranging across the spectrum from unemployed to academic and professional. There is a high transitory population with a retention rate of about 50% of students from Prep to Year 6.

Glenmore State School students embrace a respect for all cultural backgrounds and this is recognised within both the school community and broader Rockhampton community. Students are supported by a Guidance Officer (4 days a week in total), a part-time (2 days a week) Scripture Union Chaplain funded through the National Schools Chaplaincy Program, Kids Hope mentoring program, Breakfast Club five days a week at Glenmore SHS and two days a week at Glenmore State School. Glenmore students are further supported by indigenous teacher aides. The local Baptist church has strong links with Glenmore State School through their coordination of the Kids Hope Program and weekly Breakfast Club. In 2018, the church continued its support of the school by conducting a Family Connect program after school each Wednesday afternoon on school premises for students and their families.

The use of two clearly defined school rules as informed by Lee Cantor’s Assertive Discipline translates ways in which the students can be Respectful, Responsible Learners. Our PRAISE behaviour policy incorporates many ways of recognising and rewarding good behaviour and effort (Gotchas, Students of the Week, Glenmore Greats, cumulative levels of behaviour awards and celebration days). There is a strong focus on Respect, Responsibility and each student being an effective Learner. Our Four R’s (Respond, Repeat, Report, Refer) anti-bullying process is taught explicitly to all students.

Annually, a program addressing cyberbullying issues and the safe use of digital technologies at school and at home is provided to students. The school receives welcome financial support from the local Five Star Service Club, which is in turn supported by staff through raffles. Glenmore regularly and gratefully accepts offers of assistance from

community organisations. Glenmore is fortunate to have a very hard-working P&C Association which supports student learning and our school environment through fundraising for resources, co-ordinating collections of fundraising tokens through major supermarkets, running a tuckshop and uniform shop five days a week, beautifying and maintaining grounds and running discos for students with the help of teachers.

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	2018	2018
• their child is getting a good education at school (S2016)	95%	96%	100%
• this is a good school (S2035)	95%	91%	100%
• their child likes being at this school* (S2001)	92%	88%	100%
• their child feels safe at this school* (S2002)	82%	72%	100%
• their child's learning needs are being met at this school* (S2003)	84%	83%	100%
• their child is making good progress at this school* (S2004)	89%	96%	100%
• teachers at this school expect their child to do his or her best* (S2005)	94%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	87%	91%
• teachers at this school motivate their child to learn* (S2007)	92%	92%	100%
• teachers at this school treat students fairly* (S2008)	89%	96%	91%
• they can talk to their child's teachers about their concerns* (S2009)	92%	96%	100%
• this school works with them to support their child's learning* (S2010)	92%	92%	91%
• this school takes parents' opinions seriously* (S2011)	91%	92%	100%
• student behaviour is well managed at this school* (S2012)	68%	72%	73%
• this school looks for ways to improve* (S2013)	94%	96%	100%
• this school is well maintained* (S2014)	95%	80%	73%

* 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	2018	2018
• they are getting a good education at school (S2048)	90%	94%	94%
• they like being at their school* (S2036)	90%	88%	94%
• they feel safe at their school* (S2037)	91%	87%	88%
• their teachers motivate them to learn* (S2038)	93%	94%	100%
• their teachers expect them to do their best* (S2039)	97%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	90%	100%
• teachers treat students fairly at their school* (S2041)	83%	87%	91%
• they can talk to their teachers about their concerns* (S2042)	81%	81%	87%
• their school takes students' opinions seriously* (S2043)	90%	88%	85%
• student behaviour is well managed at their school* (S2044)	77%	83%	81%

Percentage of students who agree# that:	2016	2018	2018
• their school looks for ways to improve* (S2045)	93%	96%	98%
• their school is well maintained* (S2046)	92%	93%	83%
• their school gives them opportunities to do interesting things* (S2047)	89%	89%	98%

* 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	2018	2018
• they enjoy working at their school (S2069)	100%	97%	84%
• they feel that their school is a safe place in which to work (S2070)	100%	89%	80%
• they receive useful feedback about their work at their school (S2071)	100%	92%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	96%	100%
• students are encouraged to do their best at their school (S2072)	100%	94%	95%
• students are treated fairly at their school (S2073)	97%	86%	74%
• student behaviour is well managed at their school (S2074)	88%	70%	52%
• staff are well supported at their school (S2075)	97%	92%	70%
• their school takes staff opinions seriously (S2076)	100%	92%	66%
• their school looks for ways to improve (S2077)	100%	97%	91%
• their school is well maintained (S2078)	97%	89%	57%
• their school gives them opportunities to do interesting things (S2079)	97%	97%	86%

* 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

Strategies for involving parents in their child's education include regular written reporting to parents each semester, supported by informal and formal parent – teacher interview sessions. Teachers introduce themselves to parents at the start of the year, communicate their requirements and make themselves available to parents at many opportunities throughout the school year. Parents consult regularly with staff where relevant, to plan the adjustments needed for their children to access the curriculum and to participate fully at school. Parents are kept fully informed about individual plans such as ICPs and children's progress in relation to these plans, and are regarded as key partners in this process.

Parents are welcomed at Friday assemblies, Award ceremonies and other celebratory events, sports days and carnivals and interschool sports afternoons, and on curriculum excursions and incursions. Parents are also welcomed as classroom volunteers. Each year, the School Chaplain and P & C Association host a Mothers' Day Morning Tea, attended by over 100 mothers. An active P&C undertakes activities to promote the role of parents in the school. In 2018, Glenmore State School continued the Step into Prep with Playgroup initiative as well as a Connect and Grow Playgroup. These activities created significantly positive parent interaction with the school.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful, equitable and healthy relationships. The Glenmore State School Responsible Behaviour Plan sets out the responsibilities students have to maintain a safe school environment and to respect the rights of others. The school has a clearly articulated process (The four R's) to address issues of bullying and this process is explicitly taught to students. Through our school Chaplain and Guidance Officer the school has implemented programs to build student capacity to manage their behaviour choices. The Glenmore Standards, explicitly taught in classrooms, focus on key elements of acting in a respectful way toward others. When incidents between students occur, appropriate consequences are put in place together with mediation facilitated by our Guidance Officer, with the goal of resolving particular issues. The school ensures every student attends the Life Education program annually and accesses external programs as appropriate to assist with student development in this area. Skilled staff assist at-risk members of the school community to access appropriate support.

School disciplinary absences

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

Type of school disciplinary absence	2016	2018	2018
Short suspensions – 1 to 10 days	97	115	99
Long suspensions – 11 to 20 days	2	0	0
Exclusions	0	1	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

The main contributors to Glenmore State School's carbon footprint are inputs such as electricity, the use of which is related closely to climatic conditions. At Glenmore SS, we have created policy for the use of air conditioners around the Government recommendation of 25 degrees. Extended hot weather impacts significantly on energy usage. The school has an array of solar panels on the newest teaching block which aid in reducing electricity consumption. Water consumption is impacted by the strength of the wet season and is closely related to the significant area of school grounds requiring maintenance.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2018	2018–2018
Electricity (kWh)	7,346		451,912
Water (kL)	7,346		

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.

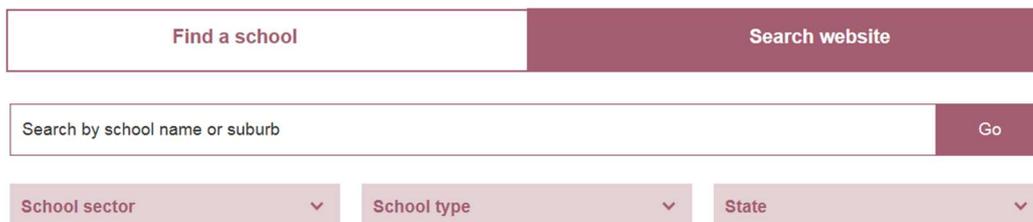
School funding

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.



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



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



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	34	28	5
Full-time equivalents	32	17	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	2	
Graduate Diploma etc.*	3	
Bachelor degree	32	
Diploma	2	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$29783.61.

The major professional development initiatives are as follows:

- Explicit Instruction (Fleming Model)– Fleming consultancy via term visits
- Mathematics – open-ended tasks; assessment
- Accessing, analysing and using data
- NAPLAN preparation, moderation and validation
- Refinement of school-based Curriculum documents
- ICTs and e-Learning
- Indigenous Education
- Australian Curriculum
- Mentoring for beginning teachers
- Implementing Learning Walls

Teaching staff also received coaching and feedback from the school leadership team and peers. Teacher release was facilitated for teachers to observe peers demonstrating key Explicit Instruction practices.

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	2018	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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	2018	2018
Overall attendance rate* for students at this school	89%	88%	89%
Attendance rate for Indigenous** students at this school	82%	81%	81%

* 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

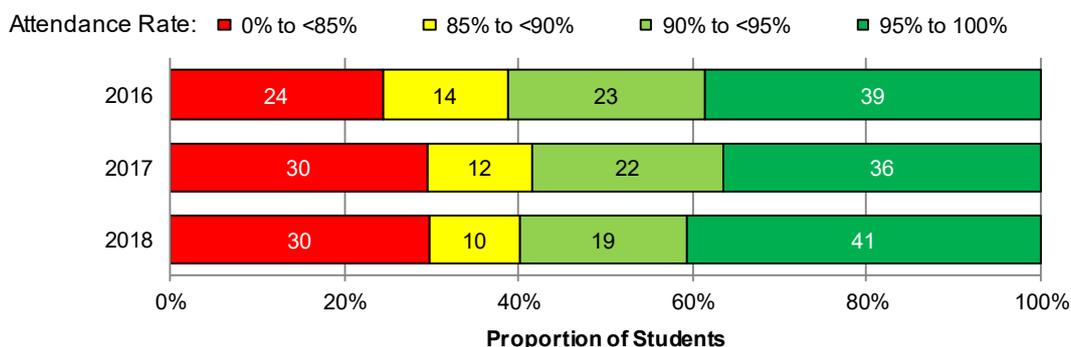
Year level	2016	2018	2018
Prep	85%	89%	88%
Year 1	89%	87%	87%
Year 2	90%	89%	91%
Year 3	88%	90%	90%
Year 4	88%	90%	90%
Year 5	91%	84%	92%
Year 6	90%	89%	83%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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.

Student attendance is monitored through class rolls that are maintained by the classroom teacher.

Attendance is recorded in the roll at the beginning of the school day and again at the commencement of the afternoon session of instruction. In the first instance classroom teachers follow up non-attendance of students with parents. Text messages are sent by administration officers each morning in cases where student absence is unexplained.

Where no reason for the non-attendance is provided, office staff generate a letter to parents requesting explanation of the student absence. Lateness to school is monitored and recorded through the school office.

Parent meetings with the Administration Team, home visits and assistance from outside organisations are used where required to address attendance issues.

To encourage high attendance, students track their own attendance rates. Individuals, classes and Year levels are recognised on weekly parades, in school newsletters and via letters home recognising good attendance at school. The slogans "Every Day Counts" and "We can do 92" have been embedded in all communication to the school community, connecting them to the school's current target of 92% attendance.

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.

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 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

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.