Principal’s foreword

Introduction

Glenmore State School continues a proud history of providing Quality Learning in a Caring Environment within the public education sector.

Continued increases in light industrial zoning and low rental accommodation of the local area together with a transience that moves more than one-fifth of our student population each 12 month period continues to shape a changing demographic for Glenmore State School.

Glenmore State School is a school that supports a diverse community. In response to this diversity, the school has developed a range of activities and opportunities for all students. The inclusiveness of students provides access to learning both in and beyond the classroom adding to the richness of the culture and profile of Glenmore State School. There is a strong focus on care, kindness and friendliness to support tolerance of difference across the community. There is a harmonious acceptance of all children regardless of their culture or ability. Diversity is valued and celebrated.

Glenmore State School has embedded within its practice a range of targeted intervention strategies to improve learning outcomes for all students. 2010 resulted in improved outcomes on NAPLAN testing across a range of areas in Years 3, 5 & 7, as well as advances in Information and Communication Technologies and the School Wide Positive Behaviour Management process.

This Annual Report is also available print copy through our School Office.
School progress towards its goals in 2010

Throughout 2010 the Glenmore State School community achieved progress in the five focus areas of the 2008-2010 Glenmore SS Strategic Plan:

- Curriculum - Literacy – Reading
- Curriculum – Numeracy
- Student behaviour
- School-Community Relationships
- Information and Communication Technologies

Significant progress has been made through:

- High levels of support for all students to enhance Literacy and Numeracy outcomes
- Regular monitoring and moderation of literacy tasks;
- Implementing the Let’s Read program with Parents;
- Regular monitoring of numeracy tasks;
- Continued refinement of the Responsible Behaviour Plan for Students incorporating and implementing an enhanced range of School-wide Positive Behaviour Strategies;
- Extending the computer network infrastructure to all classrooms and further roll-out of Interactive Whiteboards.

Future outlook

In 2011 a strong school improvement agenda will be enacted. Feedback from both the 2010 Teaching and Learning Audit and the impending 2011 audit will provide a detailed basis for the development of our next 4-year Strategic Plan.

The school future development will be based on the eight domains of:

- An explicit improvement agenda
- Analysis and discussion of student data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated classroom learning
- Effective teaching practices

Facilities will be developed including a new Resource Centre, Covered Basketball courts, Special Education Program building, Kindergarten and refurbished teaching blocks (C Block and old Library).
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>498</td>
<td>233</td>
<td>265</td>
<td>84%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

In 2010 the student enrolment at Glenmore State School was diverse in nature with
- 25% identifying as indigenous
- 12% from non-English speaking backgrounds including Brazilian, Nepalese, Filipino, Zimbabwean and New Guinean students.

In addition the Special Education Program at Glenmore State School develops and manages programs for about 7% of the school population who have an identified disability.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>27</td>
<td>90%</td>
</tr>
<tr>
<td>All Classes</td>
<td>24</td>
<td>95%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>50</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
## Our school at a glance

### Curriculum offerings

**Our distinctive curriculum offerings**

Students attending Glenmore State School access the full range of Key Learning Areas through a coordinated curriculum plan that is aligned with State and National statements. Glenmore State School maintains accreditation as a Sun Smart school and a Reef Guardian School. Specialist teachers provide class programs in:

- Health and Physical Education
- Information and ICT Skills
- Languages Other Than English (French)
- Music

Instrumental Music teachers provide specialist tuition to students:

- Strings from Year 3
- Brass, Woodwind and Percussion from Year 5

### Extra curricular activities

At Glenmore State School, students have again, throughout 2010, accessed a range of opportunities outside the regular curriculum including:

- Interschool sport – Netball, Soccer, Tennis, Rugby League, Cricket, Hockey, Softball, T-Ball
- District sporting trials
- Choir program
- Combined Schools’ Concert
- Choral Festival
- Eisteddfod
- Rockhampton Maths Team Challenge
- Australian Schools competitions in Computer Skills, Science, English, Mathematics and Spelling
- Australian Mathematics Trust Maths Competition
- Future Leaders Eco Challenge
- Capricornia Technology Bootcamp
- Primary Research Project
- Specialist Science Programs - Educate Me and Science Roadshow
- N.E.D. Program
- Visiting Authors
- A wide range of Extended Learning Programs coordinated with Glenmore State High School
- The Song Room
- Book Club
- Book Fair
- Premier’s Reading Challenge
- Simultaneous Story Reading
- Simultaneous Singing
- Jump Rope for Heart
- Many students gain success in sport at Rockhampton District and Capricornia Zone trials
## How Information and Communication Technologies are used to assist learning

At Glenmore Information and Communication Technology is embedded in all areas of the curriculum. Staffs are involved in ongoing Professional Development activities for using computers, Interactive Whiteboards, tablets, interactive wands and interactive student response systems in the classroom. Throughout their schooling students:

- Use ICT in the processes of inquiry and research
- Reflect on the value of selected ICT in the inquiry process
- Select and use ICT to create a range of products to suit the purpose and audience
- Reflect on use of ICT as creative tools
- Explore different digital media to communicate and collaborate
- Apply standards and conventions when using ICT to communicate
- Reflect on their use of ICT and identify ways to improve their effectiveness of communication
- Use of Document Readers and “Digital Blue” microscopes
- Use of Clear View (for visually impaired students)

The school has a program of regular replacement of computers and ensure that our systems are within the current range of available technology with no computers over five years old. All classrooms are connected to the Internet and computers are available to every classroom with a further laboratory and data projector centrally situated in the Resource Centre and mini laboratory.

Interactive Whiteboards (IWBs) were installed in most classrooms across the school and teachers have undertaken significant levels of professional development in the effective use of IWBs. Data projectors, digital cameras, document readers, interactive wands and tablets are also available to be borrowed from the Resource Centre.

## Social climate

Located on Farm Street, within the light industrial area of the northern suburbs of Rockhampton, Glenmore State School borders Glenmore State High School and is in the local area of Central Queensland University. Glenmore State School services a widely varying community across the northern suburbs. A range of students are also supported through the KidsHOPE mentoring program.

Throughout the school the STOP, THINK, DO classroom program aims to improve the social climate of classrooms. Essentially children learn to first STOP and THINK before they DO anything when they have problems with other people. In practice, this is achieved by STOPPING to look at and listen to other people, understanding their feelings, talking positively and respectively to them, THINKING calmly and clearly to work out the answers, and taking responsibility for DOING something about the problems.

There is a strong focus on Respect, Responsibility and each student being an effective Learner.

The school chaplain adds another dimension to the support available to students at Glenmore State School. The chaplain, funded through the National Schools Chaplaincy Program, works two days each week at the school.

During 2010 the Responsible Behaviour Plan for Students was further refined as were processes for addressing bullying and cyberbullying. The School-wide Positive Behaviour Support (SWPBS) system was introduced in 2008. Glenmore joins 48 schools in the region deploying SWPBS.

Glenmore students are further supported by the district behaviour coordinator and indigenous aides.
In the 2009 Annual report, parents ranked Glenmore State School higher than most schools in the areas of Student outcomes, Curriculum, Pedagogy, Learning Climate, School-community relations and Resources. Likewise students ranked us higher than like schools mean in these same areas. In 2010, the parent satisfaction increased from those already high levels and student satisfaction was at similarly high levels.

There was a 10% increase in staff satisfaction with morale in the school over the past three years.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>53%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>52%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Strategies for involving parents in their child’s education include regular written reporting to parents each semester supported by parent-teacher interviews. Teachers make themselves available to parents at many opportunities throughout the school year.

Parents are actively encouraged to support their children through programs such as Support a Reader, attendance at School Assembly each week and through regular help columns in the school newsletter.

The Parents and Citizens Association meets regularly on the second Monday of each month and continues to provide great support for the work of Glenmore State School. During 2010 the P&C has continued their work to improve the grounds and appearance of our school.

Reducing the school’s environmental footprint

The school applied for and was granted funding for some Solar Panels to reduce our use of electricity. These panels will be installed in 2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$80,548</td>
<td>$21,482</td>
<td>$15,732</td>
<td>$8,580</td>
<td>$34,754</td>
<td>$0</td>
<td>$0</td>
<td>111,119</td>
<td>24,450</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$57,832</td>
<td>$18,500</td>
<td>$0</td>
<td>$0</td>
<td>$17,202</td>
<td>$0</td>
<td>$22,130</td>
<td>116,888</td>
<td>10,960</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>39%</td>
<td>16%</td>
<td>N/A</td>
<td>N/A</td>
<td>102%</td>
<td>N/A</td>
<td>-100%</td>
<td>-5%</td>
<td>123%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>38</td>
<td>24</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>37</td>
<td>15</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>32</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $27,920.

The major professional development initiatives are as follows:
- Accessing, analysing and using data,
- NAPLAN preparation, moderation and validation,
- QCAT moderation,
- refinement of school-based Curriculum documents,
- ICTs and e-Learning,
- Cybersafety
- IWB training
- Science Sparks
- Yumi Mathematics program
- Stronger, Smarter
- Indigenous education
- QSA on Australian Curriculum
- Bullying
Our staff profile

- Stop-Think-Do
- Roadmap for the future
- Get Active Queensland Accreditation Program (GAQAP)

The involvement of the teaching staff in professional development activities during 2010 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proportion of staff retained from the previous school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the end of the previous school year, 95% of staff were retained by the school for the entire 2010 school year.</td>
</tr>
</tbody>
</table>
Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 88%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>86%</td>
<td>89%</td>
<td>88%</td>
<td>90%</td>
<td>90%</td>
<td>86%</td>
<td>89%</td>
</tr>
</tbody>
</table>

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.

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. Where no reason for the non-attendance is provided to the classroom teacher, office staff generate a letter to parents requesting explanation of the student absence.

Lateness to school is monitored and recorded through the school office.

Two positive programs were introduced to promote the importance of attendance for all students:

1. House Trophy (collated from data from every class collected each day) for highest levels of attendance. This perpetual trophy was supported by the local Neighbourhood Watch program
2. Students with 100% attendance (for all days they were able to attend school) were acknowledged

Where students have ongoing unexplained absences the processes of SMS-PR-029 are followed.
Achievement – Years 3, 5, 7, and 9

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 MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool 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

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

Glenmore State School implemented a range of initiatives to ‘close the gap’ in 2010. These include:

- Formation of an Indigenous parent group
- Issuing a newsletter for Indigenous parents (Kanga News)
- Teaching of the local Darumbal language to Prep and Year 1 students
- Displaying the Torres Straits Island and Aboriginal Flags at all key events
- Implementation of a student Homework group
- Employment of Indigenous Teacher Aides
- The Butterfly program (a program for Indigenous girls)
- The Bungee program (a program for Indigenous boys)
- Beginning to embed Indigenous perspectives in our school
- Celebrating key Indigenous events such as NAIDOC week and Reconciliation week
- Staff participating in the Stronger Smarter program
- Follow-up on atypical absenteeism and health issues though phone calls and home visits
- Assessment of, and parent feedback on, hearing issues for our Indigenous students
- Celebrating Indigenous culture through Indigenous performance to the whole school

Glenmore SS showed a slight decrease in the Indigenous Student Attendance Rate from 2009 to 2010 of 81.0 to 79.8. There was no change in attendance of our Non-Indigenous; however this rate is in line with the Qld State Schools for 2010.

Yr 3 Mean Scale Score for 2010 unfortunately increased in 2010 from 2009 in Reading and Writing while there was a slight improvement in Closing the Gap for Numeracy.