Principal’s foreword

Introduction

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

In 2011, Glenmore State School continued to develop and implement quality-learning programs that catered for a diverse and sometimes challenging range of students. It is to the credit of our dedicated teachers and support staff that our students have continued to grow in confidence, commitment and enthusiasm and develop skills which enabled them to become successful individuals in our ever changing society. 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.

In 2011, Glenmore Primary School commenced preparations to be involved in the Year 7 Pilot Schools program along with Glenmore High School located immediately next door.

2011 saw the development of Master Classes, starting with our Year 2 teachers who developed structured programs to cater for the diverse learning needs of our students. It is anticipated that these will be rolled out school wide in 2012 as part of our Strong School Improvement Agenda.

The school undertook its Quadrennial School Review in 2011 which has set the school direction for the next four years.
All members of the Glenmore Team are:
- Respectful
- Responsible
- Learners

This Annual Report is also available print copy through our School Office.

**School progress towards its goals in 2011**

The teachers of Year 2 trialled Master Classes in 2011 with the Yr 2-7 taking it on board in 2012.

The second Teaching and Learning Audit was undertaken where we improved greatly (jump of two levels in some incidents). We were the most improved school in Queensland. This gave us the platform for future development which 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 were developed including a new Resource Centre, Covered Basketball court, Special Education Program building and shed, Kindergarten and refurbished teaching blocks (C Block and old Library).

**Future outlook**

Our Key Priorities as outlined in our Annual Implementation Plan are as follows:

**School Curriculum:**
- Alignment of SEP with whole school strategic development
- Development of a G&T Program for Glenmore
- Continued implementation of the Australian Curriculum through the use of C2C

**Teaching Practice:**
- Developing a comprehensive model for teaching and learning at Glenmore
- Development of an effective Assessment and Reporting system
Principal Leadership and School Capability:
- Building Leadership Capacity (in both leadership team and individual teachers)
- Implement the DPF process
- Development of effective Year Level teaching ‘teams’
- Explicit Principal Leadership Development

School and Community Partnerships:
- SWPBS – Continual evaluation and improvement
- Continued internal and external marketing

Next Steps priorities:
- Glenmore State School is participating in the Focus Schools – Next Steps initiative in 2012 and 2013
- Improved Community Connectedness
- Closing the Gap in Literacy, Numeracy and Attendance (and at the same time lifting the standard from which the Gap is measured)

Junior Secondary Pilot priorities:
- Promote Community awareness
- Consult with parents
- Implement and participate in transition events

Facility priorities:
- Extend the covered walkways to the Library to provide all weather access

We strongly plan to do the following:
1. Increase levels of achievement in Literacy, Numeracy, Attendance and Community Connectedness for all students at GSS.
2. Reduce the significant gap in Literacy, Numeracy and Attendance measures between our Indigenous students and non-Indigenous students over the next two years and at the same time lift the benchmarks for all students.
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school: 514

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>514</td>
<td>239</td>
<td>275</td>
<td>90%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

In 2011 the student enrolment at Glenmore State School was diverse in nature with:
- 25% identifying as indigenous
- 13% from non-English speaking backgrounds including Brazilian, Nepalese, Filipino, Zimbabwean and New Guinean students.
- 3% being in the care of the State

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 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.8</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.2</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>23</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>62</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>4</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 curricula activities:

At Glenmore State School, students have again, throughout 2011, accessed a range of opportunities outside the regular curriculum including:

- Interschool sport – Netball, Soccer, Tennis, Rugby League, Cricket, Hockey, Softball, T-Ball
- District, Zone and Regional sporting trials
- Choir program
- Combined Schools’ Concert
- Choral Festival
- Eisteddfod
- Rockhampton Maths Team Challenge
- Australian Schools competitions in Computer Skills, Science, English, Mathematics, Spelling and Writing
- Australian Mathematics Trust Maths Competition
- Future Leaders Eco Challenge
- Capricornia Technology Bootcamp
- Primary Research Project
- N.E.D. Program
- Visiting Authors
- A wide range of Extended Learning Programs coordinated with Glenmore State High School
- Opera Queensland
- Book Club and Book Fair
- Premier’s Reading Challenge
- Simultaneous Story Reading
- Cheer Squad
- Jump Rope for Heart
- Many students gain success in sport at Rockhampton District and Capricornia Zone trials
- Year 7 Camp to Kinchant Dam
How Information and Communication Technologies are used to assist learning:

At Glenmore, Information and Communication Technology is embedded in all areas of the curriculum. All Staff members are involved in ongoing Professional Development activities for using computers, Interactive Whiteboards, tablets, interactive wands, digital document viewers 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 Document Readers and “Digital Blue” microscopes
  - Use Clear View (for visually impaired students)
  - Use the following software – Reading Eggs, Sunshine Online, 2 Simple, Read Me, Maths made Easy

The school has a program of regular replacement of computers and ensure that our systems are within the current range of available technology. 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 two mini laboratories.

Interactive Whiteboards (IWBs) were installed in all 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.

All teaching staff have completed their ICT Certificate with one member of staff holding their Digital Pedagogical Licence.

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 2011 the Responsible Behaviour Plan for Students was further refined as were processes for addressing bullying and cyber bullying. The School-wide Positive Behaviour Support (SWPBS) system was introduced in 2008. Glenmore joins 48 schools in the region deploying SWPBS.

The School received a lot of support from the Five Star Service Club and regularly accepts offers of assistance from community organisations.

Glenmore students are further supported by the district behaviour coordinator and indigenous aides.

### Parent, student and teacher satisfaction with the school

The 2011 School Opinion Survey showed an increase of 11% of parents/caregivers satisfied that this is a good school.

It also showed a large increase is the satisfaction levels of staff in the areas of access to Professional Development opportunities and Staff Morale.

A vast majority of students were satisfied that this is a good school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>72%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>63%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>64%</td>
</tr>
</tbody>
</table>

DW – Data withheld
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. The P&C made a contribution to upgrade the water coolers in 2011.

Our indigenous parent group met regularly where involvement in their child’s education was discussed and encouraged.

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 panels were installed at the School in 2011 on F Block. We plan to increase the number of solar panels within the school in an effort to harness natural power.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>3,520</td>
<td>28,340</td>
</tr>
<tr>
<td>2010</td>
<td>111,119</td>
<td>24,450</td>
</tr>
<tr>
<td>% change</td>
<td>-97%</td>
<td>16%</td>
</tr>
<tr>
<td>10 - 11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Performance of our students

#### 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>39</td>
<td>23</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>37</td>
<td>16</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

#### Qualifications of all teachers

- Doctorate: 0
- Masters: 1
- Bachelor degree: 34
- Diploma: 3
- Certificate: 1
**Expenditure on and teacher participation in professional development**

The total funds expended on teacher professional development in 2011 was $20106.

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
- Indigenous education
- Australian Curriculum – C2C
- Bullying
- Roadmap for the future
- Get Active Queensland Accreditation Program (GAQAP)
- Reading Comprehension

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 79% of staff was retained by the school for the entire 2011 school year.
Performance of our students

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

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.

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>89%</td>
<td>87%</td>
<td>89%</td>
<td>84%</td>
<td>90%</td>
<td>89%</td>
<td>87%</td>
</tr>
</tbody>
</table>
Performance of our students

### Student Attendance Distribution

The proportions of students by attendance range.

![Bar chart showing attendance distribution]

#### 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.
Performance of our students

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.

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.
Glenmore State School implemented a range of initiatives to ‘close the gap’ in 2011. These include:

- Formation of an Indigenous parent group
- Issuing a newsletter for Indigenous parents (Kanga News)
- Teaching of the local Darumbal language to Year 1 & 2 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)
- Continuing to embed Indigenous perspectives in our school
- Celebrating key Indigenous events such as NAIDOC week and Reconciliation week
- Participation in Darumbul Awards
- Follow-up on atypical absenteeism and health issues through 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

In 2011 the gap between Indigenous and Non-Indigenous students’ performance on the Yr 3 NAPLAN test widened in the areas of Reading, Writing and Numeracy. Over the last five years the Indigenous students’ attendance has also been on a decline.