Principal’s foreword

Introduction

This document is an annual report designed to outline Glenmore State School’s priorities, successes, performances and achievements and provide an accurate understanding regarding all aspects of the school over the past year through feedback provided by students, carers and staff.

Glenmore State School continues a proud history of providing Quality Learning in a Caring Environment within the public education sector. In 2012, 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 and Science (with the support of Curriculum into the Classroom – C2C resources) and introduced the Australian Curriculum History.

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 enabled them to become successful individuals in our community and broader society. There is a strong focus on care, kindness, friendliness and tolerance of difference to support the harmonious acceptance of all children in our community regardless of their culture or ability. Diversity is valued and celebrated.

In 2012, Glenmore State School continued preparations to be involved in the Flying Start Pilot program for Year 7 joining Junior Secondary. This involved extensive transition programs with Glenmore State High School (Get Set for Seven transitioning Year 6 students to Year 7 at high school in 2013 and Big Day In for the transition of Year 7 to Year 8) to prepare students for their move to Glenmore State High School in 2013.

All members of the Glenmore State School community are:

- Respectful
- Responsible
- Learners

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 and on request.

School progress towards its goals in 2012

After the significant improvements identified in the 2011 Teaching and Learning Audit, the school used the auditor’s recommendations as a platform for the year’s and future developments of goals as the Regional’s explicit improvement agenda was commenced. Glenmore State School was one of only ten regional schools selected to be part of the Fleming Model of Explicit Instruction. Our school improvement agenda also includes the “United on our Pursuit of Excellence” Agenda.

The school commenced its Quadrennial School Review with long term programs aimed at the

- Development of a comprehensive model for T&L at Glenmore:
- Development of Effective Year level ‘teams’:
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting
2012 School Annual Report

- Development of an effective Assessment and Reporting system:
- Building of Leadership Capacity (in both leadership team and individual teachers):
- Alignment of the whole school approach with SEP strategic development:
- Development of a G&T Program for Glenmore:

Term Four saw the commencement of implementation of Four Pillars of John Fleming's model:
1. Teacher-accountable learning – support every student to succeed and reach the benchmarks
2. Explicit Instruction – “I Do, You Do, You Do”, “Ploughbacks”
3. Moving student knowledge from short term to long term memory – embed learning via the warm-ups
4. Effective relationships between teachers and students (positive support)

Teachers engaged in professional conversations and workshops to develop whole school policies to address the Six Givens of the Explicit Instruction model:
1. Relationships
2. High expectations
3. Presentation and Handwriting
4. Correction (Feedback to students)
5. Room Displays
6. Classroom Tone

Implementation of this model is only in the initial stages and the future outlook will be the further development of plans, policies and strategies to support Explicit Instruction. In the very early phases, teachers have concentrated developing resources for and using warm ups and initial feedback shows an increase in student engagement and achievement. As part of the Quadrennial Plan, these priorities will continue in 2013 and beyond.

Following the Year 2 trial in 2011, Teachers formed Year Level Teaching Teams for the delivery of Master Classes in Literacy and Numeracy. Teams further developed strategies for more systematic and planned sharing of classroom practices and openness to colleagues. The process of providing formal and informal feedback on teaching practices to teachers and coaching by the leadership team to deliver high quality T&L practices for all students continued.

Classrooms are well-organised with positive tone to support responsible learners. Clear expectations for students’ behaviour and interaction are evident with the main focus on being caring and respectful.

The Australian Curriculum in English, Mathematics and Science has been implemented by all staff with the aid of the Curriculum into the Classroom (C2C) work units and the Australian Curriculum aligned Primary Connections Science units. Professional development sessions targeted the introduction of the Australian Curriculum – History. Other Professional Development focussed on the analysis, and effective use of student data to inform teaching and learning on a differentiated basis for all students, the quality and alignment of assessment tasks, internal moderation and recording of data.

The school continued to implement and communicate an explicit and detailed improvement agenda based on exemplary planning and supported by a strong and optimistic commitment by staff members to the learning process. There was an increasing focus on high expectations, differentiation of teaching and learning strategies including higher order thinking skills. Glenmore State School believes that reliable data on student outcomes is crucial to the school’s improvement agenda and continues to perfect the analysis and use of data to inform teaching and learning focus through class profiling and individual goal setting for improvement.

Learning support staff use data for starting point for intervention and support. High quality intervention programs for ‘at risk’ students based on data analysis and student profiling resulted in an increase in performance in the lower bands of NAPLAN. The gap between indigenous and non-indigenous student performance in NAPLAN narrowed. Teachers effectively used modified and improved Differentiation Cones to show dynamic trends in student achievement and to inform planning processes and teaching and learning strategies for literacy and numeracy.

Facilities developed included an indigenous Circle of Knowledge, Special Education Program shed for equipment for alternative curriculum programs, and giant mathematics resources (complementing the YuMi Deadly Mathematics principles) painted on the undercover concrete areas. Two year levels engaged in a Paul Jarman Composer Workshop to compose a school song which will be introduced in 2013. Glenmore sourced and applied available resources to meet learning and cultural needs of students including funds to support targeted programs for indigenous students (Closing the Gap ► Next Steps), SEP and learning support, e.g. Indigenous cultural performances, barbecues to connect with the indigenous communities, QUT YuMi deadly Maths PD for teachers and teacher aides, Supermarket incentive programs to purchase Mathematics, Science and HPE resources to enhance student engagement.
Future outlook

Our key priorities are:

School Curriculum:
- Continued delivery of the Australian Curriculum and support of the implementation of AC using the C2C and SDE resources
- Extend the focus on improved teaching methods in English, Mathematics and Science to ACARA History and other Australian Curriculum learning areas as they are progressively released
- Review the set of curriculum plans that clarify expectations for curriculum intent and delivery in all KLAs and effectively communicate to all teaching staff to ensure alignment of intended curriculum expectations and teaching practice.
- PD on Australian Curriculum (and C2C) – relate to ACARA benchmarks and standards.
- Develop clear year level scope and sequences in AC Learning Areas
- Extend the process of feedback on teaching process to a stronger emphasis on teacher feedback to students and development of more specific goal setting to help differentiate the teaching focus for all students through the Explicit Instruction Fleming Model.

Assessment and Reporting
- Establishment of a collective understanding of year level benchmarks. Refine the broad targets and benchmarks already in place with a stronger focus on standards for assessment
- Collaboratively develop an effective and appropriate assessment and reporting schedule for whole school including a balance of diagnostic and summative assessments, internal moderation of student performance
- Targets within shorter improvement cycles timelines will be facilitated by adopted or adapted C2C units in Australian Curriculum learning areas.

Recording and Effective Use of data
- Development of individual learning goals that are specific and measureable over shorter time intervals.
- Develop shorter cycle for the focused use of assessment data to inform teaching and learning in all priority areas
- Teacher PD on effective use of data and making data more readily accessible by recording through OneSchool

Teaching Practice
- Collaborative planning, and coaching and supervision of teachers through lesson observations and feedback to ensure data in class profiles and individual action plans are acted on.
- Use DPF process for continual improvement (PD on research-based pedagogical reforms re “effect size” and “value adding”).

Principal Leadership and School Capability
- Harness the strong collegial culture to build capacity of teachers to analyse and apply data
- Term-by-term schedule of high quality professional development for all staff (including TAs) from identified needs of individuals.
- Foster Year level teaching teams promote strong collegial cultural and development of aspiring leader opportunities.

School and Community Partnerships
- Continue the high priority on student and staff wellbeing.
- Academic and non-academic support to address individual needs
- Promote and market the school positively internally and through the media
- P.R.A.I.S.E. Behaviour Policy
- Continued development and updating of the School Website
- Transition events

Next Steps Priorities
- Introduction of an indigenous playgroup
- Continued monitoring of health of indigenous students especially hearing through Bidgeri Medical Services
- Homework Club
- Promotion and celebration of indigenous culture

Facilities and Grounds Priorities
- Covered walkways connecting all buildings especially the Library
- Removal of dangerous trees
- Improved security of grounds and facilities
- Beautification projects including mulching of gardens, development of vegetable gardens as part of alternative SEP curriculum programs
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>498</td>
<td>233</td>
<td>265</td>
<td>92%</td>
</tr>
<tr>
<td>2011</td>
<td>514</td>
<td>239</td>
<td>275</td>
<td>90%</td>
</tr>
<tr>
<td>2012</td>
<td>523</td>
<td>241</td>
<td>282</td>
<td>88%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

In 2012, the student enrolment at Glenmore State School was diverse in nature with
Approx. 25% identifying as indigenous (Aboriginal and/or Torres Strait Islander)
Approx. 13% from non-English speaking backgrounds including Brazilian, Nepalese, Filipino, Chinese, Vietnamese, Indian, Papua New Guinean,
4% being in care of the State

In addition the Special Education Programs at Glenmore State School develops and manages programs for about 10% of the school population who have identified disabilities.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>27</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>50</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>&lt;5</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 Australian Curriculum Learning Areas (English, Mathematics and Science) and the QCARF Essential Learnings of Studies of Society and Environment, The Arts, Technology and Health and Physical Education as well as the cross-curricula priorities of Information 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) – in 2012 the school shifted its LOTE program from French to Japanese to reflect community wishes and to feed into the GSHS Japanese program.
- Music which also incorporates choir groups, recorder lessons, and music theory
- Australian Standard English as an intensive program for ESL 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. Instrumental Music teachers provide specialist tuition to students in

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

In 2012, selected Year 5 students were targeted to receive support in reading prior to NAPLAN through EQ Project 600. The program, delivered online by an external Project 600 co-ordinator, was facilitated in school by the Literacy Coach. It is designed to extend the literacy skills of the students who participated.

Prep students access the Polley (Oley/PMAP) program.

Religious Instruction is also delivered with parental consent by accredited Religion Instructors.

The Darumbal indigenous language was delivered to lower school classes by an elder and a member of the Darumbal People.

All classes receive explicit instruction from teachers in the school wide behaviour program – initially SWPBS that became P.R.A.I.S.E. – and Safety House delivered by the local Safety House and Neighbourhood Watch representative.

Various lower and middle school classes engaged in the AVA PetPEP program of responsible pet ownership and safety around animals, Fire Safety, and Emergency Procedures, bicycle and water safety while the upper school engaged in HRE programs related to their physical, emotional and social development through adolescence and their transition to secondary school and the Critic’s Choice Anti-smoking program.

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.

Extra curricula activities

At Glenmore State School, throughout 2012, students have again been able to access a wide range of opportunities outside the regular curriculum including:

- Interschool Sport – Netball, Soccer, Rugby League, Cricket, Hockey, Softball, T-Ball, Cross Country, Swimming and Track and Field.
- Rockhampton District, Capricornia Region selection trials and State Primary School Sports Carnivals
- CQ Regional Cup in Rugby League and Netball
- Choir program
- Combined Schools’ Concert
- Choral Festival
- Eisteddfod
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 (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.

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

The Teacher Librarian provides a sequenced program of lessons incorporating ICT skills that are required for C2C lessons each term and to complement other Key Learning Areas. A typing program is delivered to middle school students each year.

The school has a program of regular replacement of computers and ensures our systems are within the current range of available technology. All classrooms are connected to the internet (some by wireless) and computers are available to every classroom. A further laboratory of 32 PCs and data projector is situated next to the Teacher Aides Resource Room and a bank of 30 laptops, IWB and data projector is available in the Library (Resource Centre). The school is also supported by two mini-laboratories of 15 computers each located between double teaching spaces in two blocks.
Our school at a glance

Interactive Whiteboards (IWBs) are installed in every classroom across the school and teachers have undertaken significant level of professional development in their effective use – conducted by local school volunteers through QSITE and by teachers on staff.

3 class sets of 30 ActivExpressions (student response systems), data projectors, digital cameras, document readers, interactive wands and iPad tablets are also available to be borrowed from the Resource Centre. SEP also acquired funding to provide a set of 10 iPads for use of special needs students requiring support.

All teaching staff have completed their ICT Certificate with one member of staff holding their Digital pedagogical Licence and two others in the process of doing so.

Social climate

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 and a Crèche and Kindergarten on campus. It is in the local area of CQ University and nearby to a Christian private school. Glenmore State School services a widely varying community across the northern suburbs with occupations of parents ranging across the spectrum from unemployed to professional. There is a high transitory population with a retention rate of about 40% of students from prep to final year.

Students are supported by a part-time Guidance Officer, a part-time (2 days a week) Scripture Union Chaplain funded through the National Schools Chaplaincy Program, Kids HOPE mentoring program, Homework Club, Breakfast Club five days a week at Glenmore SHS and one day a week at Glenmore State School. Glenmore students are further supported by the district Behaviour Coordinator, a part-time school Behaviour Support teacher and indigenous aides.

Throughout the school the STOP, THINK, DO program is actively taught and modelled in the classroom and playground. The program aims to improve the social climate of the school. Students learn to first STOP and THINK before acting so they make wise behavioural choices when they have problems with other people. Our SWPBS (which changed to PRAISE) behaviour policy incorporates many ways of recognizing and rewarding good behaviour and effort (Gotchas, Student of the Week, Glenmore Greats, Gold, Silver and Bronze Awards and celebration days). There is a strong focus on Respect, Responsibility and each student being an effective Learner.

Annually, a program addressing cyber bullying issues and the safe use of digital technologies at school and at home is provided to upper school students.

The school receives a lot of financial support from the local Five Star Services 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 fund-raising for resources, creating resources (YuMi Maths outdoor 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 with the school

The satisfaction of parents is high and they particularly believe their children are happy, safe and making progress at Glenmore State School.

Student satisfaction is high particularly with the expectations that teachers have of students and the expectations around learning.

Staff morale reflects the targeted PD schedule put into place and the feedback provide to staff.

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers who agree that:</td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school</td>
<td>81.8%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>91.3%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>87.5%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>91.7%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>82.6%</td>
</tr>
</tbody>
</table>
### Our school at a glance

- Teachers at this school expect their child to do his or her best: 91.7%
- Teachers at this school provide their child with useful feedback about his or her school work: 91.3%
- Teachers at this school motivate their child to learn: 87.0%
- Teachers at this school treat students fairly: 82.6%
- They can talk to their child's teachers about their concerns: 95.7%
- This school works with them to support their child's learning: 91.3%
- This school takes parents' opinions seriously: 90.0%
- Student behaviour is well managed at this school: 75.0%
- This school looks for ways to improve: 95.8%
- This school is well maintained: 100.0%

### Performance measure (Nationally agreed items shown)

#### Percentage of students who agree that:

<table>
<thead>
<tr>
<th>Item</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are getting a good education at school</td>
<td>87.6%</td>
</tr>
<tr>
<td>They like being at their school</td>
<td>77.6%</td>
</tr>
<tr>
<td>They feel safe at their school</td>
<td>86.5%</td>
</tr>
<tr>
<td>Their teachers motivate them to learn</td>
<td>92.8%</td>
</tr>
<tr>
<td>Their teachers expect them to do their best</td>
<td>99.0%</td>
</tr>
<tr>
<td>Their teachers provide them with useful feedback about their school work</td>
<td>91.5%</td>
</tr>
<tr>
<td>Teachers treat students fairly at their school</td>
<td>74.0%</td>
</tr>
<tr>
<td>They can talk to their teachers about their concerns</td>
<td>80.2%</td>
</tr>
<tr>
<td>Their school takes students' opinions seriously</td>
<td>79.2%</td>
</tr>
<tr>
<td>Student behaviour is well managed at their school</td>
<td>59.6%</td>
</tr>
<tr>
<td>Their school looks for ways to improve</td>
<td>90.9%</td>
</tr>
<tr>
<td>Their school is well maintained</td>
<td>83.3%</td>
</tr>
<tr>
<td>Their school gives them opportunities to do interesting things</td>
<td>83.5%</td>
</tr>
</tbody>
</table>

### Performance measure (Nationally agreed items shown)

#### Percentage of school staff who agree:

<table>
<thead>
<tr>
<th>Item</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>That they have good access to quality professional development</td>
<td>83.9%</td>
</tr>
</tbody>
</table>
Our school at a glance

with the individual staff morale items 82.4%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 informal and formal parent – teacher interview sessions. Teachers introduce themselves to parents at the start of the year and communicate their requirements and further make themselves available to parents at many opportunities throughout the school year.

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.

Each year, the School Chaplain hosts a Mother’s Day Morning Tea, attracting over 100 mothers.

An active P&C promotes the role of parents in the school and undertakes activities to promote the role of parents in the school.

Reducing the school’s environmental footprint

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

The main contributors to Glenmore SS’ carbon footprint are inputs such as electricity the use of which is related closely to climactic conditions. At Glenmore SS, we have created policy for the use of air conditioners around the Government recommendation of 25 degrees. A weaker wet season impacted on water usage in 2012.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>111,119</td>
<td>24,450</td>
</tr>
<tr>
<td>2010-2011</td>
<td>3,520</td>
<td>28,340</td>
</tr>
<tr>
<td>2011-2012</td>
<td>151,592</td>
<td>32,316</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>36</td>
<td>25</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>34.4</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>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>33</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</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 2012 were $25688.41. The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2012 was 100%.

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,
- Explicit Instruction
- Science Sparks
Our staff profile

Yumi Mathematics program
Indigenous education
Australian Curriculum – C2C
Reading Comprehension

### Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.2%</td>
<td>96%</td>
<td>96.3%</td>
</tr>
</tbody>
</table>

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

From the end of the previous school year, 90.4% of staff was retained by the school for the entire 2012 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/](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.

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

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall attendance rate for students at this school (shown as a percentage).</td>
<td>88%</td>
<td>88%</td>
<td>90%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

<table>
<thead>
<tr>
<th>Student attendance rate for each year level (shown as a percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>2012</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>25</td>
<td>17</td>
<td>22</td>
<td>36</td>
</tr>
<tr>
<td>2011</td>
<td>26</td>
<td>16</td>
<td>22</td>
<td>36</td>
</tr>
<tr>
<td>2010</td>
<td>26</td>
<td>16</td>
<td>22</td>
<td>36</td>
</tr>
</tbody>
</table>

Proportion of 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.

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/](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.

![Find a school](image)

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 2012. These include:

- Formation of an Indigenous parent group
- Issuing a newsletter for Indigenous parents (Kanga News)
- 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 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

Since 2011, the gap in reading in year 3 has been -36 and the gap in numeracy -23.7. Both of these achievements have exceeded the system aspirations of -9 and -10.3 respectively.

In regards to student attendance, the attendance rate for indigenous students increased to 85.3% in 2012 from 79.6% in 2011 resulting in a gap that’s closed from 10% to 5%.