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 2015, 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 and 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 2015, Glenmore State School continued the refinement of the already-embedded use of Explicit Instruction as its signature pedagogy – a pedagogy for which Glenmore is 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 and 2014. 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 continues to work closely with John Fleming through professional visits each term.

In Term 4, 2015, Glenmore undertook a school review with the School Improvement unit. The outcome of this review was very positive with key areas of consistency of teaching practice and differentiation among those receiving commendation.

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.

Follow the School progress towards its goals in 2015

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>STRATEGY</th>
</tr>
</thead>
</table>
| Numeracy | Implementation of Master Teacher research project – open-ended tasks / higher order thinking
| | Staff and students surveyed to ascertain abilities in and disposition towards Mathematics
| | Teacher and teacher aide professional development with Master Teacher
• Master Teacher mentoring class teachers and modelling pedagogy
• Engagement with regional Mathematics staff
• Implementation of revised whole-school Mathematics Program aligned to the Australian Curriculum
• Regular data collection and analysis to monitor student progress and the impact of HOT Maths initiative
• Refinement of Rapid Recall Routines for all years levels in Mathematics
• Refinement of assessment tasks in Mathematics and commonality within year levels
• Mathematics Club for upper two band students

Outcomes 2015 – Significant gains in NAPLAN Numeracy in Years 3 and 5
• Year 3 increase in Mean Scale Score from 348.4 in 2014 to 379.6 in 2015
• Year 5 increase in Mean Scale Score from 413.5 in 2014 to 450.7 in 2015 (highest MSS to date)
• Relative gain Year 3, 2013 to Year 5, 2015 of 102.3 points
• Year 2, Semester 2 - 18% increase in C or better data from 2014
• Year 3, Semester 2 – 14% increase in C or better data from 2014

This priority is ongoing.

Introduction of Daily writing Warm-ups in line with the school’s work with John Fleming
• Writing Hour embedded in the school timetable – every Friday 10 am
• Explicit teaching of structure of persuasive and narrative texts
• Differentiation through appropriate scaffolding of writing tasks

Outcomes 2015
• Highest NAPLAN Mean Scale Score for Grammar and Punctuation
• Relative Gain 2013 to 2015 of 100 points Year 3 to Year 5

This priority is ongoing.

Refining of the school-wide CAFÉ model
• School-wide timetabling of Reading Hour, supported by teacher aides in every classroom
• Guided reading lessons embedded in Reading Hour
• Regular monitoring and feedback to students about their reading

Outcomes 2015
• Highest NAPLAN Mean Scale Score to date for Year 3 Reading
• Relative Gain 2013 to 2015 of 89 points

This priority is ongoing.

Revision of school-wide positive behaviour recognition processes which had been in place for several years
• Creation of “The Glenmore Standards” for students to aspire to, with three levels of achievement
• 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

Outcomes 2015
• 85% of students qualifying for positive behaviour awards relative to “The Glenmore Standards”
• Significant parent engagement, particularly with certificate presentation and office foyer display
• 90.5% of students receiving a C or better for behaviour Semester 2, 2015

This priority is ongoing.

The school’s focus for 2016 is sharp and narrow around achievement in numeracy, improving outcomes for high achieving students and attendance.

Numeracy
• Analysing current Mathematics A to E data
• Setting targets for C or better and A & B achievement
• Auditing current assessment practices to ensure alignment with ACARA
• Embedding HOT Maths in weekly timetables across all year levels Prep to 6
• Consolidation of Rapid Rcall Routines in all year levels
• Auditing of 30 / 40 / 30 balance (below / at / above benchmark) in EI lessons
• Professional Development with regional Mathematics staff
• Mentoring of classroom teachers by Master Teacher

GOALS and TARGETS
• In Year 2, 80% of students with a C or better by the end of 2016
In Year 4, 65% of students with a C or better by the end of 2016
33% of students with an A or B by the end of 2016

Improving outcomes for high achieving students

- Reviewing processes to identify U2B students and G & T students, with a focus on Year 2 and 4 numeracy
- Developing appropriate learning goals for U2B students
- Implementing a broader range of challenging learning experiences for students, beyond the numeracy focus
- Identifying potential U2B students whose achievement is impacted by attendance

GOALS and TARGETS

- Extension activities implemented from second half of Term 2
- 33% of students with an A or B in Mathematics by the end of 2016
- Learning goals formulated for U2B students in Term 2

Attendance

- Tracking of attendance rates of all students
- Students tracking own attendance rates in relation to school targets
- Continuation of the “We can do 92” campaign
- Recognition of school, year level, class and individual attendance via parades and newsletters
- Use of school support staff and outside agencies to assist parents with attendance
- Promotion of Every Day counts

Progress to date in comparison with 2015:

<table>
<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>2015</td>
<td>29.4%</td>
<td>11.1%</td>
<td>20.8%</td>
<td>38.7%</td>
</tr>
<tr>
<td>2016</td>
<td>21.3%</td>
<td>11.2%</td>
<td>20.7%</td>
<td>46.8%</td>
</tr>
</tbody>
</table>

Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>413</td>
<td>199</td>
<td>214</td>
<td>106</td>
<td>92%</td>
</tr>
<tr>
<td>2014</td>
<td>426</td>
<td>206</td>
<td>220</td>
<td>102</td>
<td>90%</td>
</tr>
<tr>
<td>2015</td>
<td>420</td>
<td>201</td>
<td>219</td>
<td>117</td>
<td>91%</td>
</tr>
</tbody>
</table>

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

Approximately 29% identifying as indigenous (Aboriginal and/or Torres Strait Islander).
Approximately 13% from non-English speaking backgrounds including Brazilian, Nepalese, Filipino, Chinese, Vietnamese, Indian, Iranian.

4.5% being in care of the State.

In addition the Special Education Program at Glenmore State School develops and manages programs for 12% 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>Prep – Year 3</td>
<td>22 21 21</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>28 24 27</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
</tbody>
</table>

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### 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>26 39 64</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>6 1 3</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1 0 0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0 0 0</td>
</tr>
</tbody>
</table>

*Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

### 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) and the QCARF Essential Learnings of The Arts, Technology and Health and Physical Education as well as 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 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.

Instrumental Music teachers provide specialist tuition to students in

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

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

Glenmore State School runs both a Step into Prep with Playgroup and Accessible 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, bicycle and water safety while the upper school engage in HRE programs related to their physical, emotional, and social development through adolescence and their transition to secondary school. Year 6 students engage annually with CQUniversity’s Mobile Education Trailer and transition programs with Glenmore State High School. 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 2015, 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, Swimming and Track and Field.
- Rockhampton District, Capricornia Region selection trials and State Primary School Sports Carnivals
- CQ Regional Shield in Rugby League and Netball
- Choir program
- Combined Schools’ Concert (Instrumental Music)
- Choral Festival
- Eisteddfod
- ICAS competitions in Computer Skills, Science, English, Spelling, Writing and Mathematics
- Australian Mathematics Trust Australian Mathematics Competition
- Giant Classroom’s Primary Research Project
- 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
- 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 improve 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.

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

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 Wiss 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

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 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 47% of students from prep to final year.

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 two part-time Guidance Officers (5 days a week in total), a part-time (2 days a week) Scripture Union Chaplain funded through the National Schools Chaplaincy Program, Homework Club, 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 2015, the church extended 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 cyber bullying issues and the safe use of digital technologies at school and at home is provided to upper school 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 with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>96%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>92%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>92%</td>
<td>90%</td>
<td>96%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>96%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>96%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>96%</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns (S2009)</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning (S2010)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously (S2011)</td>
<td>90%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>87%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>100%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>100%</td>
<td>97%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>94%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>97%</td>
<td>95%</td>
<td>88%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>93%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>98%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>98%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>97%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>95%</td>
<td>95%</td>
<td>91%</td>
</tr>
</tbody>
</table>
Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>95%</td>
<td>95%</td>
<td>85%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously (S2043)</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>86%</td>
<td>97%</td>
<td>87%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>97%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>94%</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>96%</td>
<td>100%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>97%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>89%</td>
<td>95%</td>
<td>85%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>100%</td>
<td>93%</td>
<td>83%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>97%</td>
<td>98%</td>
<td>93%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>94%</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>94%</td>
<td>93%</td>
<td>98%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>91%</td>
<td>100%</td>
<td>88%</td>
</tr>
</tbody>
</table>

* ‘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 Mother’s Day Morning Tea, attracting over 150 mothers.

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

In 2015, Glenmore State School implemented the Step into Prep with Playgroup initiative as well as an Accessible Playgroup. These activities created significantly positive parent interaction with the school.

Reducing the 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. Water consumption is impacted by the strength of the wet season.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>136,531</td>
<td>14,515</td>
</tr>
<tr>
<td>2013-2014</td>
<td>199,803</td>
<td>34,265</td>
</tr>
<tr>
<td>2014-2015</td>
<td>206,825</td>
<td>4,919</td>
</tr>
</tbody>
</table>

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school’s environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2015 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>25</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>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>31</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>**Total</td>
<td>39</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $35 852.01.

The major professional development initiatives are as follows:

- Explicit Instruction (Fleming Model)– including study tours of Haileybury College, Melbourne
- Mathematics – open-ended tasks
- Accessing, analysing and using data
- NAPLAN preparation, moderation and validation
- Refinement of school-based Curriculum documents
- ICTs and e-Learning
- Indigenous education
- Australian Curriculum
Reading Comprehension and the Big 6 of Reading
Supporting students with disabilities
Peer mentoring

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2015 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.

Find a school

Where it says ‘School name’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the Terms of Use and Privacy Policy before being given access to the school’s profile webpage.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s profile webpage. 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>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>89%</td>
<td>89%</td>
<td>88%</td>
</tr>
</tbody>
</table>
The attendance rate for Indigenous students at this school (shown as a percentage). 82% 81% 79%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Prep</th>
<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>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>89%</td>
<td>88%</td>
<td>89%</td>
<td>91%</td>
<td>87%</td>
<td>88%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>88%</td>
<td>90%</td>
<td>89%</td>
<td>90%</td>
<td>87%</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>87%</td>
<td>90%</td>
<td>89%</td>
<td>88%</td>
<td>88%</td>
<td>89%</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

**Student attendance distribution**

The proportions of students by attendance range.

**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET 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 initial target of 92% attendance.
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

- **School name**
- **Suburb, town or postcode**
- **Sector:**
  - Government
  - Non-government

**SEARCH**

Where it says ‘School name’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the [Terms of Use](http://www.myschool.edu.au/), [Privacy Policy](http://www.myschool.edu.au/) before being given access to the school’s profile webpage.

School NAPLAN information is available by selecting ‘NAPLAN’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.