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Ever Learning - Ever Growing

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Principal's foreword

Introduction

2008 was a year of change for Glenvale State School with my appointment as the school's new permanent Principal half way through the year. Mr Russel retired at the end of 2007 after many years of excellent service to the school.

Our enrolments continue to grow and we continue to provide excellent education and care for our students.

We continue to work together at Glenvale State School – parents, students and staff – to maintain our school's reputation as leaders in education and providers of quality teaching, learning and activities to develop the whole child.

Key priorities of 2008 were to:

Develop and implement the essential learnings Queensland curriculum

Develop School Wide Positive Behaviour Support strategies and processes

I look forward to continuing to work with all members of the Glenvale community to develop our school and make a difference for the students in our school.

Regards

Dave Saxton

Principal

Future outlook

Glenvale State School looks forward to the continued development and implementation of its essential learnings curriculum and implementation of the School Wide Positive Behaviour Support strategies.

We are also looking forward to the new buildings and grounds improvement that will be occurring during 2009 and 2010 with the Building the Education Revolution federal grants.

Our school at a glance

School Profile

Glensvale State School is a coeducational state school offering classes across Prep to Year 7. In 2007 Glensvale SS started with 563 students (boys and girls from 5 – 12 years old) from Preparatory (Prep) – Year 7.

Curriculum offerings

Our curriculum focuses on Literacy, Numeracy and Integrated Units of work.

Each Year level has 3 x one hour sessions weekly working in small groups which are graded according to reading levels. This allows for focussed guided reading lessons at their level of instruction. Support teachers, teacher librarian and teacher aides are involved in these sessions to give group size of approximately six students.

One of the Integrated Units across the whole school is based on teaching our system of Government. Other Units focus on teaching values and anti-bullying strategies.

Information Communication Technology (including computers) remains an important focus for the school. Weekly lessons are conducted to teach skills and students access three computer labs (two of which are air conditioned) and classroom computers at other times.

Year 7 student study Indonesian for 3 half hour lessons per week. Year 5 have one lesson per week.

Years 1 – 4 have 2 Music lessons per week and Year 5 – 7 have one lesson. Year 1 – 5 have two Physical Education lessons each week. One lesson focuses on skills and the other on minor games and physical activity.

Year 6 & 7 have one PE lesson and Friday afternoon sport.

Extra curricula activities

The Instrumental Music Program is offered for Year 5-7 students. They learn brass, woodwind or percussion instruments and take part in our Concert Band which sounds fantastic.

Choirs are offered to Year 3-7 students. Glensvale SS has over 100 students in choirs where they have a lot of fun performing. Glensvale doesn't enter the eisteddfod but takes our performers to play at Retirement villages, country schools etc.

We play Interschool Sport in hockey, soccer, league, netball, touch football, Aussie Rules and softball.

How computers are used to assist learning

In addition to the computers in each classroom, we have 3 dedicated ICT Labs that meet the needs not only of teaching and learning but also of staff training and development. Each teacher has been provided with a laptop for use in planning, preparation, record keeping and reporting. Computers and ICT are integrated into all curriculum areas across the school and are viewed as being one more vital tool to enhance and support learning.

Computers assist student learning at Glensvale within and across Key Learning Areas. Glensvale has aligned a Teacher Aide to provide support for students when accessing ICTs. The three

Our school at a glance

computer laboratories are used within Learning Centre time, in addition to research and presentation activities around the Key Learning Areas.

Social climate

This school enjoys a very caring and developmental social climate that has a common focus upon support and experiencing success. This is enhanced and encouraged through extensive parental and community involvement and through the services of our Chaplain.

Whilst our students are drawn from a very diverse social spectrum, the school is justifiably proud of its high standard of student behaviour, academic, sporting and cultural pursuits and the positive, supportive tone of both the school and community.

Involving parents in their child's education.

Parental involvement in each child's education is encouraged and ample opportunities exist at various levels to enable parents to be engaged to an extent that best suits them.

This involvement ranges from attendance at events and functions to volunteering to assist in classrooms through to involvement at a decision making level through the P&C Association or School Council.

The School Council contributes to the strategic direction of the school. Their role includes providing the opportunity for input into decisions by all sections of the school community. They assist in setting the school budget and establishing the priorities for the school.

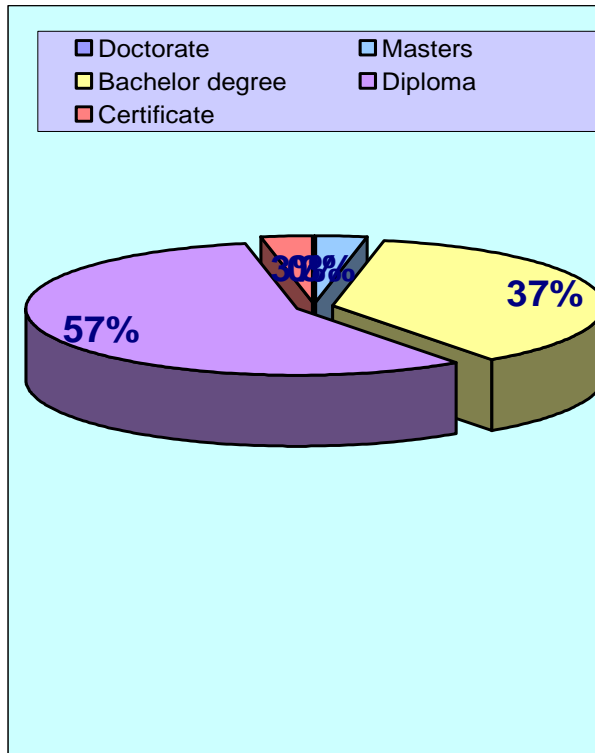
The energetic P&C Association works cooperatively within the whole school. They have achieved some wonderful projects over the years including building our Activities Hall.

Parents in Year 1-3 classrooms assist in the reading program by changing books and some also supervise groups in the Guided Reading Program. Parents assist in other areas such as helping in Art programs and excursions.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	37
Diploma	57
Certificate	3



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$7602 .

The major professional development initiatives are as follows: Queensland curriculum essential learnings, integrating ICTs into the curriculum, School Wide Positive Behaviour Support, implementing Go Maths curriculum

The involvement of the teaching staff in professional development activities during 2008 was 87 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 95 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 94 %.

Key outcomes

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.

Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school		396	455	526
	Average score for Queensland		371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	95 %	84 %	92 %
Writing	Average score for the school		396	467	513
	Average score for Queensland		391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	98 %	94 %	87 %
Spelling	Average score for the school		377	458	515
	Average score for Queensland		366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	97 %	94 %	90 %
Grammar and Punctuation	Average score for the school		395	461	504
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	98 %	86 %	85 %
Numeracy	Average score for the school		382	457	532
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	98 %	90 %	93 %

Performance of our students

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	85%
Writing	85%
Number	81%

Value added
<p>A wide variety of activities exist for students at Glenvale State School. In addition to the excellent classroom activities students can participate in:</p> <ul style="list-style-type: none">• competitive and non-competitive sports• team sports and carnivals• instrumental music, classroom music and choir activities• Arts council activities• a wide variety of activities for senior students in conjunction with our feeder high school

Parent, student and teacher satisfaction with the school
Parent and student satisfaction as expressed on the School Opinion Survey is: very high .

Performance of our students

School Disciplinary Absences

July 2009

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the [Education \(General Provisions\) Act 2006](#) outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#).

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

Student Counts	2006	2007	2008	2009
Full-time Enrolment*	503	548	563	580

Disciplinary Absences	Reporting Period			
	2006 Full Year	2007 Full Year	2008 Full Year	2009 Semester 1
Short Suspensions - 1 to 5 days	5	<5	17	9
Long Suspensions - 6 to 20 days	<5	0	0	0
Exclusions	0	0	0	0
Cancellations of Enrolment	0	0	0	0

* The enrolment figures are counts of full-time students. 2006 - 2008 enrolment data are sourced from August (Census) Corporate Data Downloads, and 2009 enrolment data are sourced from the February Corporate Data Download.