



Glamorgan Vale State School

'Aim High'

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	Mail Service 1020 Fernvale 4306
Phone:	(07) 5426 6144
Fax:	(07) 5426 6291
Email:	principal@glamvaless.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Principal

School Overview

Glamorgan Vale State School is a co-educational primary school catering to children from Prep to Year 6. The enrolment is quite stable with approximately 65 children enrolled each year. The children are taught in multi-age classes. This means they have the opportunity for academic and social leadership as they progress from class to class and for progression in terms of ability. The children are enthusiastic, helpful, friendly, and display a deep pride in their school. At Glamorgan Vale State School we have four core values in our school. They are **Consideration, Honesty, Responsibility and Respect**. The children are able to get a Glam Award when they have demonstrated these values throughout the day. Glamorgan Vale State School is part of a cluster consisting of 7 other small schools. We have been working closely together to provide the students with better access to a variety of activities.

Principal's Forward

Introduction

The intent of this School Annual Report is to provide parents and the community with information about Glamorgan Vale State School that is common to all State and Non-State Schools in Queensland. It provides an overview of the highlights, successes and challenges at Glamorgan Vale State School during 2016. At Glamorgan Vale State School our aim is to provide a happy learning atmosphere which encourages the development of each child's full potential. We foster the social, ethical, and academic values of interdependence, achievement, cooperation, and respect for self and others within the school community. Our main priority in this learning/teaching journey is the development of excellent literacy and numeracy skills as major components in the development and pursuit of the Key Learning Areas. Our overarching aim is to cultivate a passion for learning in both staff and students in a safe and supportive environment.

School Progress towards its goals in 2016

In 2016 all of the staff were immersed in Professional Development relating to Literacy, Numeracy, Science, History and Geography to consolidate and enhance the implementation of the National Curriculum. Staff were also immersed in Professional Development relating to writing, using the '7 Steps to Writing' program, and the 'You Can Do It' program in preparation for the review of our whole school Responsible Behaviour Plan. We continue to implement our researched based education models and a functional pedagogical framework tailored to our school setting. The staff continually investigate ways to enhance their pedagogy through the use of Information and Communication Technologies. Glamorgan Vale State School is a member of the Lowood Small Schools Cluster. The cluster is continuing to develop a cluster curriculum framework with emphasis on common unit planning to be shared across the cluster.

Future Outlook

In 2017 our key focus is the development, implementation and adequate resourcing of units associated with the Australian Curriculum in the areas of English (particularly Writing), Mathematics, Science, History and Geography. The Professional Development Priorities for 2017 are: Literacy, Numeracy, Science, ICT Pedagogy and the National Curriculum. Our school priorities include; improved performance in all academic fields using technology as our platform for a differentiated learning environment. 2017 will see a continued focus on improving Literacy and Numeracy outcomes for all students. This is reflected in the Pedagogical Framework we have created and implemented. Community Partnerships remain a strong focus for the school. It is hoped that through strong community partnerships our school will grow in number and ensure the school is a viable educational option for residents in the future.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	54	25	29	8	89%
2015*	69	33	36	4	96%
2016	69	33	36	7	90%

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 2016, 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://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Glamorgan Vale is a small school situated within the Somerset Region. The Glamorgan Vale community is situated mid-way between Fernvale and Marburg. Originally the school serviced the Glamorgan Vale farming community, but of late many parents in the area have no links with the agricultural industry. The school's catchment area is quite large, drawing students from as far as Lowood, Fernvale and Pine Mountain. This means that families are geographically quite widespread. A proportion of our children are second or third generation students. Our school has an active Parents and Citizens Association that actively provides financial and organisational support.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	16	24	23
Year 4 – Year 7	9	19	26
Year 8 – Year 10			
Year 11 – Year 12			

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

During 2016 we had German language and culture lessons for all students throughout Years 5 & 6 delivered through the Brisbane School of Distance Education.

The teachers collaboratively plan to ensure that there is a smooth transition from one phase of learning to another as well as between one class to another.

We participate in community events such as the Marburg Show and CWA International Day that promote the academic ability of the students in our school.

We participate in academic endeavours such as Readers Cup, Kids Lit Quiz and ICAS competitions.

Co-curricular Activities

In addition to the general curriculum our students participate in:

Student Leadership: Our student leaders consist of 2 school captains, 2 school prefects and 4 sports captains. They are responsible for running the school assembly each week and being active leaders in the broader community. They actively participate in organising activities in the school for the students, and help raise funds for worthy causes.

Sport: Our students gather with others from similar school in the Fernvale Cluster for sports days; Students in years 4 – 6 participate in Sport Gala Days for sports such as Oz Tag, Softball and Ball Games. We also actively compete in BVSSSA sporting carnivals and events.

Excursions: The students participate in various excursions and camps to enhance our curriculum offering. Individually and collectively the students participate in local shows and shire events.

Community Events: Glamorgan Vale State School also encourages community participation during our annual Grandparents Day, ANZAC Day Observance Ceremonies, Remembrance Day and Under 8s Open Day.

How Information and Communication Technologies are used to Assist Learning

At Glamorgan Vale State School computers and iPads are used in a variety of ways depending on the class. They are used to support both Mathematics and Literacy. The internet is used to help the children assess information to be used in research projects. Microsoft Office applications are used to support the children learning across the curriculum. In particular Microsoft Word which is used for publishing work. We have interactive whiteboards installed in every classroom and the teaching staff have integrated this technology into their pedagogy.

Social Climate

Overview

The school has developed a proactive Responsible Behaviour Plan which encompasses four core values:

- Respect
- Responsibility
- Cooperation
- Consideration

These students are explicitly made aware of these and are expected to uphold these values in every aspect of their schooling life.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	100%	80%
this is a good school (S2035)	DW	75%	80%
their child likes being at this school* (S2001)	DW	100%	80%
their child feels safe at this school* (S2002)	DW	100%	80%
their child's learning needs are being met at this school* (S2003)	DW	75%	80%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	DW	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	DW	75%	80%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	50%	80%
teachers at this school motivate their child to learn* (S2007)	DW	50%	80%
teachers at this school treat students fairly* (S2008)	DW	50%	80%
they can talk to their child's teachers about their concerns* (S2009)	DW	75%	80%
this school works with them to support their child's learning* (S2010)	DW	75%	80%
this school takes parents' opinions seriously* (S2011)	DW	50%	80%
student behaviour is well managed at this school* (S2012)	DW	100%	80%
this school looks for ways to improve* (S2013)	DW	50%	80%
this school is well maintained* (S2014)	DW	100%	60%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	93%	96%
they like being at their school* (S2036)	100%	93%	88%
they feel safe at their school* (S2037)	100%	93%	88%
their teachers motivate them to learn* (S2038)	86%	100%	92%
their teachers expect them to do their best* (S2039)	100%	100%	92%
their teachers provide them with useful feedback about their school work* (S2040)	71%	100%	92%
teachers treat students fairly at their school* (S2041)	86%	100%	88%
they can talk to their teachers about their concerns* (S2042)	71%	93%	92%
their school takes students' opinions seriously* (S2043)	67%	100%	78%
student behaviour is well managed at their school* (S2044)	100%	86%	80%
their school looks for ways to improve* (S2045)	100%	100%	92%
their school is well maintained* (S2046)	100%	100%	96%
their school gives them opportunities to do interesting things* (S2047)	100%	93%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	91%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	91%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

'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

Fortnightly newsletters and regular contact with parents and the broader community through various mediums, helps to maintain healthy and helpful partnerships. Parents are involved in their child's education through training and encouraging parent helpers in the classroom and ensuring all parents connect personally with their child's teacher at least once per semester.

Our parents assist with classroom activities, assisting teachers with delivery of programs across the Key Learning Areas, particularly with our home reading programs, art and craft group work and swimming lesson supervision. They are also available for extra curriculum events, as well as volunteering for the Tuckshop.

The P & C is extremely supportive and plays a significant part in realising the goals and aspirations of the school. The P & C raises a significant amount through an Annual Country Fair to support the school curriculum and facilities enhancements. They also provide support to school management and operation in setting strategic direction by reviewing, planning and monitoring the Annual Operations Plan and Budget, as well as major participation in the Quadrennial School Review.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	5	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

Environmental Footprint

Reducing the school's environmental footprint

Our school is able to support the environment by using rainwater for drinking purposes. We had solar panels installed to assist with the consumption of electricity. We endeavour to recycle wherever possible and educate the children about sustainable lifestyle measures.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	35,760	91
2014-2015		63
2015-2016		

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	6	0
Full-time Equivalent	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	7
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$12407.08

The major professional development initiatives are as follows:

- National Curriculum
- 7 Steps to Writing
- Spelling Mastery
- School Data Analysis
- Principal forums
- First Aid and CPR
- Cars and Stars
- Speech Language Development
- Coaching and Mentoring

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	90%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

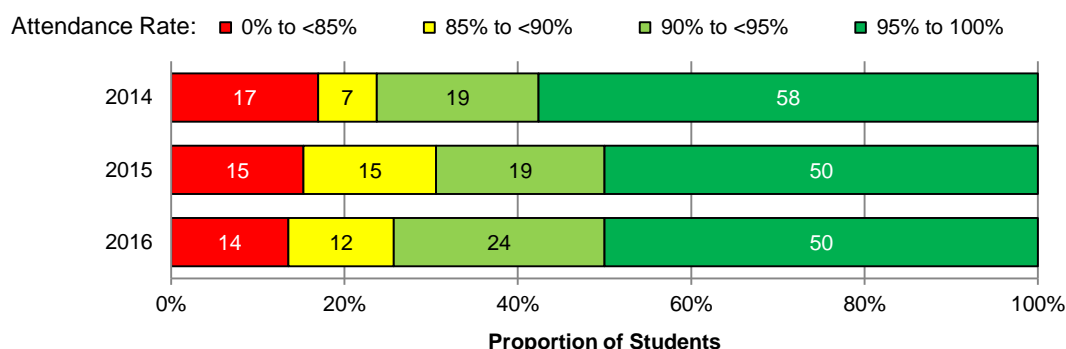
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	93%	97%	94%	91%	89%	94%	99%					
2015	94%	92%	94%	95%	95%	91%	86%						
2016	97%	92%	90%	93%	94%	93%	91%						

*Attendance rates effectively count 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.

DW = Data withheld to ensure confidentiality.

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.

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.

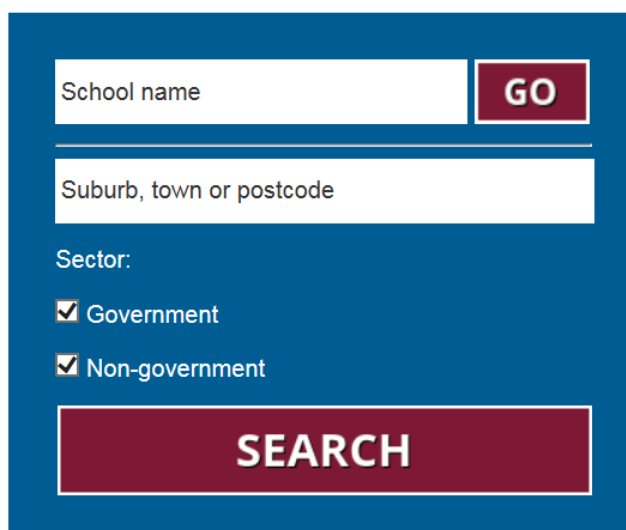
Class Rolls are marked at 9.00 am and 1.30 pm for each class on each school day. Parents are contacted if a valid reason has not been given for a child's absence. Students away for 3 days or more require a medical certificate to substantiate their absence. A meeting with the Parent and Principal is conducted if children are away for more than 3 consecutive days in one Term.

NAPLAN

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.

Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it states '**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 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.