Glenview State School

A Queensland Independent Public School

ANNUAL REPORT
2018
Queensland State School Reporting

Every Student Succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School Overview

Glenview is a Queensland Independent Public School providing exceptional educational opportunities for children from Preparatory level to Year Six and is acknowledged for its engaging, challenging teaching and learning programs, its supportive school culture and for providing the best possible academic, physical, social and emotional education for its students. Our goal is for our students to leave Glenview School with the confidence, skills and capabilities to be successful, responsible citizens of the world of the 21st Century.

The school achieves these excellent outcomes guided by its innovative Pedagogical Framework, focussing on the academic and social/emotional development of the whole child, and its Australian Curriculum based Glenview School Curriculae. We maintain an intense focus on high quality teaching and learning, on high expectations and on every student's learning growth.

The school's 260 (approx.) students learn in a caring, inclusive environment challenged and supported by a specifically designed ACARA aligned Curriculum, innovative and respected Pedagogy, and productive, meaningful Assessment. Our expert teachers develop 'communities of learners' in an individualised, child-responsive approach, which makes learning an engaging experience to be shared. Students are challenged to acquire knowledge and understanding of facts, skills, concepts, and procedures, to apply these in different contexts, and to think critically and intensively. Student learning is carefully assessed and student achievement, learning growth and progress are monitored.

The Glenview School Curriculae includes, Maths, English, Science and Technology (STeM), Visual and Performing Arts, Music, Languages, Humanities, ICT Coding/Robotics, Health and Physical Education and Academy (extension). Cross-curricular learning areas include personal growth, social emotional resilience, and environmental sustainability, all of which help to create capable, competent learners who contribute in meaningful ways as successful individuals and citizens.

Extra Curricular opportunities offered include Vocal Choirs, Dance Troupe, Brass and Woodwind Band, Instrumental Music (Strings and Multi) , Musical Performance, Outdoor Education and Public Speaking and Chess while sporting endeavours are catered for through Swimming, Athletics, Cross Country, Surf Skills, and all QPSSA events.

Located in the picturesque Moolalah River Valley in the Sunshine Coast hinterland, Glenview School was founded in 1878. We have a long and proud history over these 141 years and became a Queensland Independent Public School in 2016.

Glenview School is recognised as one of the very top performing schools in Queensland.

Introduction

Glenview School students learn in a caring educational environment which is focussed on each child's learning, targeted at ensuring learning achievement and growth and which encourages responsible citizenship. Our students 'live' and 'learn' in their community, school and homes.

Our mission is to ensure that our students leave Glenview School with the confidence, capabilities and skills to be successful citizens of the world in the 21st Century.

We Value:

• Education- learning and achievement - excellence and endeavour - challenge and creativity

• People – individuality, resilience, creativity and aspiration

• Positive relationships- care, respect, courtesy, trust and honesty

- Personal responsibility – equity, fairness and diversity

School progress in 2018

Glenview's Directions for 2018 focussed on consolidating a number of implemented agendas and on continuing to innovate in areas around Curriculum and Pedagogy. Significantly, the flexibility and autonomy facilitated by the Independent Public School capability continued to allow us to develop in areas such as creativity and innovation.

Overarched by our broad strategic directions of '*our focus on Excellence*' and '*quality Curriculum and Pedagogy*', our Curriculum design and development continued with Glenview Curricula being monitored and reviewed in English, Maths, Humanities and Health and Physical Education. Other Learning Areas are now transitioned to ACARA with Science adapted to our Glenview Curricula Plan and additional Learning Areas have been implemented in ICT (Coding and Digital Technology) and Personal Growth.

Within the STEM Learning Area the focus has been on Reading, (inc functional reading, vocabulary and comprehension), Writing (inc Spelling, Grammar and Punctuation), Numeracy (number and Algebra strand) and on Science

Significant work has been done in Assessment Common Assessment Tasks being developed and implemented in Maths and English from P-6

Learning Areas continued to revolve around a STeM basis, English, Music, Visual and Performing Arts, Languages, HPE, Personal Development and ICT Coding/Robotics.

Glenview's Pedagogical Framework incorporates an affective component which became a focus area for 2018, as did student resilience.

Measuring and tracking effective student progress has also been a key performance criterion with the introduction of TrackEd as an additional data tool to complement the Data sets managed through OneSchool and our internal systems.

The Staff Professional Learning Community maintains its focus on developing professional capability and skills and improving teaching and learning with a particular focus around reading and spelling.

Future outlook

Glenview Directions for 2019 will be developmentally related to those of 2017, and 2018. In August, 2018 we will undergo a full school Review probably through the School Improvement Unit which will assist us to structure the 2019 directions around:

- Strengthening teacher capacity and capability in Pedagogy, ICT and Learning Areas.
- Improving Learning through ongoing implementation of the Glenview Pedagogical Framework
- Monitoring and Reviewing the distinctive Glenview Curricula – all Learning areas
- Improving Assessment to improve Learning
- Strengthening through partnerships, P&C, Community, University of Sunshine Coast.
- Literacy/Numeracy improvement- Reading/Writing, Spelling & Mathematics

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	206	222	225
Girls	109	118	116
Boys	97	104	109
Indigenous	1	2	4
Enrolment continuity (Feb. – Nov.)	94%	95%	96%

Notes:

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

2. Student enrolment increased to 242 by the end of 2018 and was projected at 260 for 2019.

Characteristics of the student body

Overview

Glenview School caters for students from across the Sunshine Coast and hinterland. The school is enrolment managed and the local community has a relatively high socio-economic demographic. Classes consist of multi-age groupings structured to support learners and are generally below target sizes.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	24
Year 4 – Year 6	24	23	22

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Glenview School offers a distinctive school-developed Curricula in all Learning Areas aligned to the Australian Curriculum (ACARA). Our Curriculum structure incorporates a STEM focus, Languages (inc English) Visual and Performing Arts, Music and HPE as well a Personal Growth learning area and additional ICT studies in Coding and Robotics. Assessment for students at Glenview encompasses Formative, Summative and Diagnostic, and is used to assess and support students.

Our Pedagogical Framework is based on Productive Pedagogies which is a proven, research based and evidence supported approach to teaching.

In-Curricular and Extra-Curricular Programs include extended complex tasks, an Academy program for able students and an Intervention and Support program for students with generalized and specific learning needs.

Co-curricular activities

Glenview School activities include a signature Music program incorporating an external tutors in piano, guitar and strings, two EQ Instrumental programs in strings and multi, a violin Immersion program, junior and senior Choirs, a Dance program, a partner program with Brisbane Roar, ICAS, STEM (Science/Technology/Maths) incursions, Language and Culture incursions, Chess, Public Speaking programs and Outdoor Adventure Education programs. Leadership enhancement programs are a focus, as are numerous sporting opportunities at interschool, District, Region and State level and Learn to Swim and Surf Awareness programs.

Students are also involved in Community events such as Walk/Ride to School, National Tree Planting Day, Red Shield Appeal, Shave for a Cause etc..

How information and communication technologies are used to assist learning

Glenview students have access to first class ICT resources for both teaching and learning and for building ICT capability. Classrooms are equipped with digitally linked, interactive ultra-short throw projectors, high speed wireless access and state of the art computers. Teachers are highly proficient in the use of ICT integrated into learning and classrooms are not limited to the four walls around them. Students have email accounts and use these for effective communication. Students have access to Ipads with class/group sets available for use.

The school Resource Centre has an ICT laboratory with 28 computers, Ipads, an interactive ultra-short throw projector and a high volume colour printer/copier.

All staff have laptop computers and Ipads, which are extensively used in the preparation and delivery of curriculum. Extensive use of ICT in teaching enables students to experience virtual classrooms, blogs, and controlled chat. Students in all year levels participate in ICT Coding/Robotics and in ICT Keyboarding.

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Social climate

Overview

Glenview School provides a safe and supportive school environment for all students. Our Pedagogical Framework incorporates a social/emotional learning framework which supports all students to develop resilience, confidence, persistence and a balanced approach to their life and learning. Specific programs under the KidSmart umbrella are focussed on building student resilience and personal management/growth skills, and are a preventative approach social issues such as bullying. The school-community partnership underpins a strong and vibrant culture where Glenview School is the communal centre of the community. Parent involvement in the school is highly valued and the' voices' of parents are heard and respected.

A chaplaincy program also assists student resilience.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	98%	100%
• this is a good school (S2035)	100%	96%	98%
• their child likes being at this school* (S2001)	96%	93%	100%
• their child feels safe at this school* (S2002)	100%	93%	100%
• their child's learning needs are being met at this school* (S2003)	96%	96%	98%
• their child is making good progress at this school* (S2004)	92%	96%	98%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	98%	95%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	96%
• teachers at this school treat students fairly* (S2008)	100%	91%	95%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	98%	98%
• this school takes parents' opinions seriously* (S2011)	100%	95%	93%
• student behaviour is well managed at this school* (S2012)	100%	96%	93%
• this school looks for ways to improve* (S2013)	100%	100%	96%
• this school is well maintained* (S2014)	100%	98%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	100%	100%
• they like being at their school* (S2036)	95%	92%	99%
• they feel safe at their school* (S2037)	100%	97%	100%
• their teachers motivate them to learn* (S2038)	100%	98%	99%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	99%
• teachers treat students fairly at their school* (S2041)	84%	91%	89%
• they can talk to their teachers about their concerns* (S2042)	90%	88%	97%
• their school takes students' opinions seriously* (S2043)	97%	93%	95%
• student behaviour is well managed at their school* (S2044)	94%	90%	91%
• their school looks for ways to improve* (S2045)	97%	97%	100%
• their school is well maintained* (S2046)	100%	97%	100%
• their school gives them opportunities to do interesting things* (S2047)	97%	96%	98%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	81%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	88%
• they receive useful feedback about their work at their school (S2071)	100%	94%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	92%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	100%	100%	94%
• 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%	100%
• their school looks for ways to improve (S2077)	100%	100%	94%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	95%	100%	95%

* 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

Glenview School values reflect the values and aspirations of the school and broader community. We believe that the partnership between the school and the community is instrumental in the success of our teaching and learning programs. Our classrooms are open and welcoming and our parents and community are involved in students' learning. Communication is assisted by our multiple communication pathways, Facebook, email, Website and extensive use of SMS text. Of course our fortnightly eGazette, class newsletters, blogs and frequent face to face meetings are still a crucial part of communication.

Respectful relationships education programs

Our health and personal growth program which focusses on building student understanding in attributes of self-awareness, self-worth, self-esteem, builds a sense of belonging and develops capacity in areas such as resilience, conflict resolution and sense of team. In 2018 we researched further enhancements to this program in preparation for the introduction of our 'Bounce Back' program in 2019.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	1	0
Long suspensions – 11 to 20 days	0	3	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing our school's environmental footprint

Glenview School is an environmentally friendly school. The school's Sustainable Environmental Management Plan (SEMP) provides a structured approach to the environmental management of our site. We have a fully self sufficient water supply and a solar electricity generating system. Together these reduce our carbon footprint

significantly. The school has a landscape design plan incorporated in the SEMP and each year extensive tree planting is undertaken in areas of the school as another phase of improving our green environment.

We are a 'litter free', green school where rubbish is minimised and where waste is recycled or composted. Group and class vegetable gardens are used to enculture children in sustainable environmental management.

Our school is fully air-conditioned for the express purpose of supporting student amenability and learning using environmentally friendly systems and reducing the need for heaters and fans.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	56,288	Data excepted	74,400
Water (kL)	NA	NA	NA

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

Glenview Water supply is provided by harvested on-site, stored in on-site water tanks and sanitised and filtered on-site.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	18	10	0
Full-time equivalents	14	7	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	16
Diploma	4
Certificate	4

*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 2018 were $65000

The major professional development initiatives are as follows:

- Curriculum design and development
- ICT digital technology
- Teaching of Reading
- Early Years Pedagogy

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	94%	92%
Attendance rate for Indigenous** students at this school	Data withheld	Data withheld	Data withheld

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia. Where the student enrolment is fewer than 5,. data is withheld.

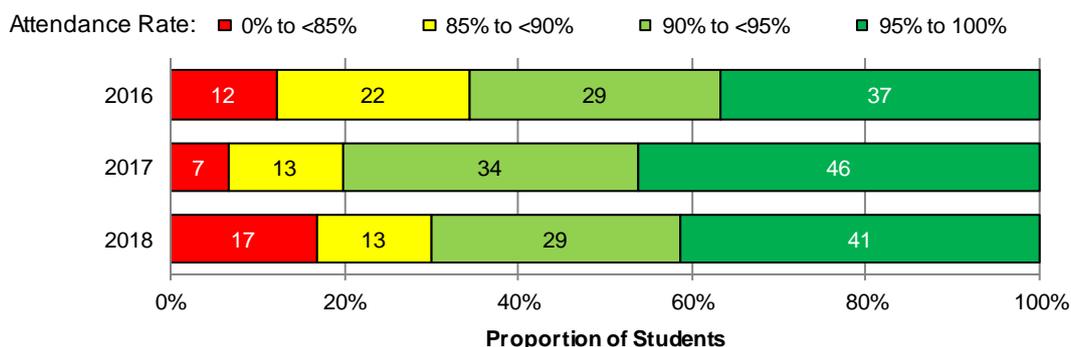Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	93%	91%
Year 1	93%	93%	91%
Year 2	92%	94%	92%
Year 3	91%	94%	94%
Year 4	91%	93%	90%
Year 5	92%	94%	94%
Year 6	91%	95%	91%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	12	22	29	37
2017	7	13	34	46
2018	17	13	29	41

Proportion of Students (0% – 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Attendance Rolls are marked twice daily by class teachers. Parents of students who are absent (where the absence is 'unexplained') are contacted by SMS and may respond to that message. Student absences are monitored by Principal and class teachers using OneSchool and Class Rolls. Parents are contacted personally where unexplained absences are evidently impacting on learning.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.