



Glenview State School
A Queensland Independent Public School

School Annual Report
Queensland State School Reporting
2020



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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 21st Century.

The school achieves these excellent outcomes guided by its Pedagogical Framework, focussing on the academic and social/emotional development of the whole child, and its Australian Curriculum aligned 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 292 (in 2020) 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 activities and 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 143 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.

We aim to imbue each young person with the attributes of good citizenship, generous heart and spirit, curious informed intellect, accomplished learning, deep emotional intelligence and the courage to progress into the global community to lead, participate and contribute. These young people will understand the world around them and their place in it and they will shape and be shaped by ongoing learning.

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 Context

Coeducational or single sex Coeducational

Independent Public School Yes

Year levels offered in 2020 Prep Year – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	31	52	51	30	52	51
Year 1	28	36	50	31	34	49
Year 2	38	34	38	41	37	37
Year 3	31	42	38	30	41	34
Year 4	30	32	46	30	32	45
Year 5	28	33	33	28	33	33
Year 6	35	30	36	35	30	37
Total	221	259	292	225	259	286

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	24	23	23
Year 4 – Year 6	22	24	25

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

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 such as 'Bounce Back' 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.

Our chaplaincy program is strongly focused on developing student resilience and is well supported by our P&C.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	100.0%	100.0%	
This is a good school.	97.8%	100.0%	
My child likes being at this school. ²	100.0%	100.0%	
My child feels safe at this school. ²	100.0%	97.6%	
My child's learning needs are being met at this school. ²	97.8%	100.0%	
My child is making good progress at this school. ²	97.8%	97.6%	
Teachers at this school expect my child to do his or her best. ²	97.8%	100.0%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	95.5%	94.9%	
Teachers at this school motivate my child to learn. ²	95.7%	97.6%	
Teachers at this school treat students fairly. ²	95.5%	92.7%	
I can talk to my child's teachers about my concerns. ²	100.0%	100.0%	
This school works with me to support my child's learning. ²	97.8%	97.6%	
This school takes parents' opinions seriously. ²	93.5%	87.8%	
Student behaviour is well managed at this school. ²	93.3%	87.8%	
This school looks for ways to improve. ²	95.7%	95.0%	
This school is well maintained. ²	100.0%	100.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. Nationally agreed parents/caregiver items.

3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree¹ that:	2018	2019	2020
I am getting a good education at my school.	100.0%	96.8%	
I like being at my school. ²	98.8%	95.2%	
I feel safe at my school. ²	100.0%	98.4%	
My teachers motivate me to learn. ²	98.8%	100.0%	
My teachers expect me to do my best. ²	100.0%	100.0%	
My teachers provide me with useful feedback about my school work. ²	98.8%	100.0%	
Teachers at my school treat students fairly. ²	89.4%	95.2%	
I can talk to my teachers about my concerns. ²	96.5%	95.2%	
My school takes students' opinions seriously. ²	95.3%	91.9%	
Student behaviour is well managed at my school. ²	90.7%	96.8%	
My school looks for ways to improve. ²	100.0%	98.4%	
My school is well maintained. ²	100.0%	100.0%	
My school gives me opportunities to do interesting things. ²	97.6%	100.0%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree¹ that:	2018	2019	2020
I enjoy working at this school.	81.3%	89.5%	
I feel this school is a safe place in which to work.	87.5%	94.7%	
I receive useful feedback about my work at this school.	81.3%	84.2%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	92.3%	80.0%	
Students are treated fairly at this school.	100.0%	94.7%	
Student behaviour is well managed at this school.	100.0%	94.4%	
Staff are well supported at this school.	81.3%	84.2%	
This school takes staff opinions seriously.	78.6%	78.9%	
This school looks for ways to improve.	93.8%	89.5%	
This school is well maintained.	100.0%	100.0%	
This school gives me opportunities to do interesting things.	68.8%	84.2%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. 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.

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.

Respectful Relationships Education Programs

Our Health and Personal Growth program focusses on building student well-being and understanding in the core attributes of self-awareness, self-worth, self-esteem and having a sense of belonging. It also develops capacity in areas such as resilience, respectful relationships, conflict resolution and developing a sense of 'team'. Across 2020 as the impact of Covid-19 became reality, the 'Bounce Back' program and its component parts such as 'Peaceful Kids', the Chaplaincy program and a role raft of group and individualized activities assisted our children and families to better wellbeing.

School Disciplinary Absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	0	1	3
Long Suspension	0	0	0
Exclusion	0	0	0
Total	0	1	3

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

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.

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.



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

[View School Profile](#)

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



Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	18	23	26	10	10	14			
FTE	14	17	19	7	7	8			

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	92%	92%	91%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	91%	92%	92%
Year 1	91%	90%	92%
Year 2	92%	91%	91%
Year 3	94%	94%	91%
Year 4	90%	92%	90%
Year 5	94%	92%	92%
Year 6	91%	90%	90%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



A screenshot of the My School search interface. It features a search bar on the left with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown menu.

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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



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.