



Glass House Mountains State 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

Glass House Mountains State School has been proudly serving the community of the Glass House Mountains since 1906. Our vision is Embrace the Future: Caring, Learning and Succeeding which guides our work to ensure students gain success, feel safe, have a positive self-image, excel and confidently master new skills. Prep to Year 6 curriculum is supported by 'Curriculum to the Classroom' (C2C) resources to ensure a thorough implementation of the Australian Curriculum learning areas of English, Mathematics, Science, Health and Physical Education, Humanities and Social Science, The Arts, Language (Japanese) and Technologies. We value and respect all children in our community and support them with a range of programs and strategies that include early intervention, learning and disability needs, gifted and talented and cultural backgrounds.

Our school is active in the community and provides a school based playgroup known as 'Coonowrin Kids' registered with C & K Queensland. We participate and provide a number community events such as ANZAC Day and Remembrance Day. 'Parents are First Teachers' and we value them as partners in developing and supporting the children in our care. Our P & C is well supported as community is proactive ensuring a cohesive association that supports with advice and resources.

The students, staff and families share the same values that aligns with our school vision 'Embrace the Future: Caring, Learning and Succeeding'. Our focus is on building and maintaining a great school that acknowledges student learning and well being as core business. The students at Glass House Mountains are provided with many opportunities and supported to be the best they can through our two core programs ; 'Program Achieve' and 'Positive Behaviour for Learning'. Children develop a positive attitude, social-emotional skills, resilience, confidence, persistence, organisation and getting along with others.

The purpose of this report is to outline the school's achievements and to provide the necessary contextual information to enable an informed judgement about the school and student progress.

School progress towards its goals in 2018

Our priority areas for 2018, aligned with the school's Strategic Plan (2014-2017) and focussed on ensuring we delivered:

- Increased teacher capacity and capability through regular curriculum and pedagogical professional development utilising Professional Learning Groups (PLGs) to develop collaborative empowerment.
 - ✓ Alignment of Annual Performance Plans with ongoing staff engagement and development of collegial partnerships
- An aligned reading program in all classes through the implementation of the gradual release model – embedded in practice through modelled practice.
 - ✓ Improved consistency of reading, however further embedding required
- The implementation of the Australian Curriculum with consistency and precision.
 - ✓ Increased teacher knowledge, understanding and use of data to inform practice facilitated by Curriculum Coordinator in PLGs

Future outlook

A rigorous collaborative process of reflection through the annual 'Summit' using School Improvement Tools along with the findings of a Full School Review in August 2018, led to the sharp and narrow focus for 2019:

- Continue to build staff capacity in their knowledge of the 'Australian Curriculum' through regular professional development using PLGs
- Develop consistency of teacher practice for reading using the gradual release model through the development clear agreed guidelines and an observation and feedback model
- Develop school leadership capabilities through the engagement of a strategic leadership coach

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	392	398	391
Girls	200	205	201
Boys	192	193	190
Indigenous	6	18	21
Enrolment continuity (Feb. – Nov.)	93%	93%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018 the school had 16 classes with the majority of our students in the immediate geographical area. Our enrolments have been stable over the past few years and have not resulted in an Enrolment Management Plan. In 2018, 4% of our students either spoke or experienced a language other than English spoken in their home environment; 5% of our students identified as Indigenous and 5% of our students experienced a disability.

On completion of Year 6 most of our students transitioned to Beerwah State High school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	25	24
Year 4 – Year 6	25	26	25
Year 7 – Year 10			
Year 11 – Year 12			

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

Systematic Curriculum Delivery: We have a sound understanding of the Australian Curriculum using the Department of Education's P-12 curriculum, assessment and reporting framework. We utilise the Curriculum into the Classroom (C2C) materials and resources to implement the curriculum.

Effective Pedagogical Practices: We use the Gradual Release of Responsibility framework across the curriculum which supports scaffolded instruction. We ensured consistency of teacher judgement using the Australian Curriculum achievement standards through pre and post moderation of assessment tasks, which has in turn allowed greater accuracy in reporting.

Expert Teaching Team: Our staff are provided with regular professional learning, coaching, mentoring and feedback to improve teacher practices. This is achieved through the Professional Learning Groups that meet for 2 hours every fortnight across the term. The PLGs incorporate evidence based best practice focussing on curriculum planning and assessment, data analysis, sharing of pedagogical practice and case management to support the success of every student.

Co-curricular activities

Our school offers a broad range of extracurricular activities to develop the potential of every student.

- Student leadership – range of leadership opportunities for years 5 and 6 students across sport and civic awareness
- Lunch time activities are supported by teachers and students in sports and the arts across the school
- The library offers a range of reading, games and digital experiences for all students
- The school chaplain provides a popular breakfast program weekly and supports individual students upon parent request
- Instrumental music programs – percussion and woodwind are provide by a specialist teacher. A school band performs regularly at school parades, community events and interschool competitions
- Lunch time music programs include drumming and ukulele bands who perform at parades, school and community events
- Glass House District Sports provide interschool sports for Years 5 and 6 in a range of sports
- Afterschool programs for NRL, tennis and AFL are provided for all students to access by external providers
- All students have the opportunity to attend musical and dramatic performances across the year, provided by external provider
- Students have the opportunity to participate in LOTE competitions at the Sunshine Coast University
- Students also participate in community events such as ANZAC Day and Remembrance Day

How information and communication technologies are used to assist learning

At Glass House Mountains, technologies are used to transform the process of teaching and learning by providing ICT resources and professional development to support and enhance the curriculum.

- ICT infrastructure includes a fully operational desktop lab of 30 computers along with a laptop of 30 computers. Year 6 have access to a small lab of 15 computers situated adjacent to their classrooms. Prep has an Ipad lab of 20 computers to enhance early year's pedagogy. Each classroom has approximately 3 computers to utilise in classroom programs. Digital cameras and video equipment also support the delivery of educational programs.
- Each classroom is equipped with a data projector to use in conjunction standard whiteboards or the use of smart boards. Each teacher is provided with a laptop - Computers for Teachers (C4T)s. These technologies support the delivery of the Australian Curriculum.
- A Network Administrator is employed for 10 hours per week to support the operational system and maintaining ICT hardware and resources within the school.

Teachers and students display the general capabilities of the digital literacies through the range of digital devices in the classrooms. ICT is embedded in all curriculum areas and assessed each term using a range of digital tools and Microsoft programs. All teachers have access to the Contemporary Practice Resources within The Learning Place for teacher professional development.

The school was fully covered for wireless in 2016 and an ongoing Infrastructure Plan is regularly developed each year

Social climate

Overview

The Positive Behaviour for Learning (PBL) framework is embedded at Glass House Mountains SS. A safe and supportive social climate across the school along with mutual respect between all stakeholders has been developed using the positive strategies of the framework. Glass House is characterised by a strong, stable cohesive relationship between parents, staff and the community who work together to ensure the best possible outcomes for every student.

Our mantra, Embrace the Future Together: Caring, Learning and Succeeding is underpinned by our three school rules. The following direct all actions and behaviours within the school:

1. Be Respectful
2. Be Safe
3. Be an Active Learner

High expectations, with a focus on these rules, aligned with developing positive attitudes has ensured that behaviour is maintained at a high standard. Further support of individual students is provided through:

- ✓ A highly effective Student Support Team (SNAC) who meet weekly to consider individual students, prioritise needs and allocate support resources.
- ✓ An active PBL committee collect and analyse data to inform whole of school and individual case management
- ✓ School Chaplain who provides targeted pastoral care support for identified students requiring social skill assistance with parent and teacher referral
- ✓ Guidance officer who provides counselling strategies for identified students in consultation with parents
- ✓ Special Education team who provide social skills and one to one support for identified students

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%	96%	97%
• this is a good school (S2035)	100%	93%	97%
• their child likes being at this school* (S2001)	94%	100%	100%
• their child feels safe at this school* (S2002)	100%	96%	100%
• their child's learning needs are being met at this school* (S2003)	100%	96%	97%
• their child is making good progress at this school* (S2004)	94%	89%	97%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	96%	97%
• teachers at this school motivate their child to learn* (S2007)	94%	100%	100%
• teachers at this school treat students fairly* (S2008)	94%	85%	97%
• they can talk to their child's teachers about their concerns* (S2009)	94%	93%	97%
• this school works with them to support their child's learning* (S2010)	89%	89%	94%
• this school takes parents' opinions seriously* (S2011)	89%	85%	94%
• student behaviour is well managed at this school* (S2012)	82%	81%	94%
• this school looks for ways to improve* (S2013)	83%	88%	97%
• this school is well maintained* (S2014)	83%	93%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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%	98%	99%
• they like being at their school* (S2036)	98%	97%	96%
• they feel safe at their school* (S2037)	98%	96%	94%
• their teachers motivate them to learn* (S2038)	99%	97%	97%
• their teachers expect them to do their best* (S2039)	100%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	93%	96%
• teachers treat students fairly at their school* (S2041)	92%	89%	94%
• they can talk to their teachers about their concerns* (S2042)	89%	87%	90%
• their school takes students' opinions seriously* (S2043)	95%	89%	92%
• student behaviour is well managed at their school* (S2044)	98%	90%	85%
• their school looks for ways to improve* (S2045)	98%	98%	96%
• their school is well maintained* (S2046)	98%	97%	94%
• their school gives them opportunities to do interesting things* (S2047)	99%	93%	94%

* 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%	95%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	96%
• they receive useful feedback about their work at their school (S2071)	100%	85%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	92%	88%
• students are encouraged to do their best at their school (S2072)	100%	95%	96%
• students are treated fairly at their school (S2073)	100%	100%	96%
• student behaviour is well managed at their school (S2074)	100%	95%	96%
• staff are well supported at their school (S2075)	100%	95%	88%
• their school takes staff opinions seriously (S2076)	100%	85%	80%
• their school looks for ways to improve (S2077)	100%	95%	84%
• their school is well maintained (S2078)	100%	95%	88%
• their school gives them opportunities to do interesting things (S2079)	100%	85%	92%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Parents, caregivers and members of the broader community are encouraged to support the Glass House Mountains school community. A range of opportunities include:

- Attending classroom information sessions presented by classroom teachers
- Attending classroom culminating activities scheduled by classroom teacher
- Attending information sessions provided by administration or curriculum teams
- Attending Early Years Expo
- Volunteering to support the Perceptual Motor program for Prep and Year 1
- Attending Sports or Musical events
- Attending weekly parades
- Attending Parent and teacher interviews
- Becoming a classroom support volunteer in the classroom to assist with reading and classroom activities
- Joining the community volunteer program supported by TAFE
- Joining or attending P & C organised events
- Joining the school's Facebook page, QParents and P & C Facebook page to keep informed and communicate with the school

Respectful relationships education programs

The school has successfully implemented 'Program Achieve' over the past 20 years. The program is explicitly taught and focuses on appropriate, respectful, equitable and healthy relationships. It is also supported by our three school rules in order to build a safe and supportive learning environment with a fortnightly focus that is shared with students, staff, parents and the community via the newsletter, parades and digital social media. Support structures are in place via SNAC, PBL committee, Chaplaincy and Guidance Officer.

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	7	10	1
Long suspensions – 11 to 20 days	0	0	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 this school's environmental footprint

In 2018, we continued to work on maintaining our school sustainability through various programs. We regularly receive mulch donated to the school to put on our garden beds which helps reduce our water loss through evaporation. Solar panels provide an energy source for some areas of the school. At Glass House our P & C supported by local businesses put air conditioning throughout the school. Ensuring that units are run efficiently and effectively, with regular services reduces our emission of greenhouse gases.

Year 6 SRC manage a paper recycling program and Year 5 developed a composting initiative that saw all food scraps from lunches composted for the Prep vegetable garden.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	115,430	148,225	116,481
Water (kL)	565	848	2,429

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.

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.

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

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

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	27	18	<5
Full-time equivalents	23	11	<5

*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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	1	
Graduate Diploma etc.*		
Bachelor degree	19	
Diploma	7	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$79,245.90

The major professional development initiatives are as follows:

- Professional Learning Groups – for Australian Curriculum planning and assessment alignment
- Workshops delivered by Regional Heads of Department for English and Principal Head for School Improvement
- Coaching and mentoring reading pedagogical practice
- Caring for Students with Disabilities
- Regional delivery of Australian Curriculum - Roadshows
- Teaching Writing Strategies
- Teaching Reading Strategies
- Industrial Relations
- Data analysis and the use of data to inform teaching
- First Aid and CPR training
- Behaviour Management
- Inclusive practices

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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%	92%	92%
Attendance rate for Indigenous** students at this school	87%	92%	92%

* 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.

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

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

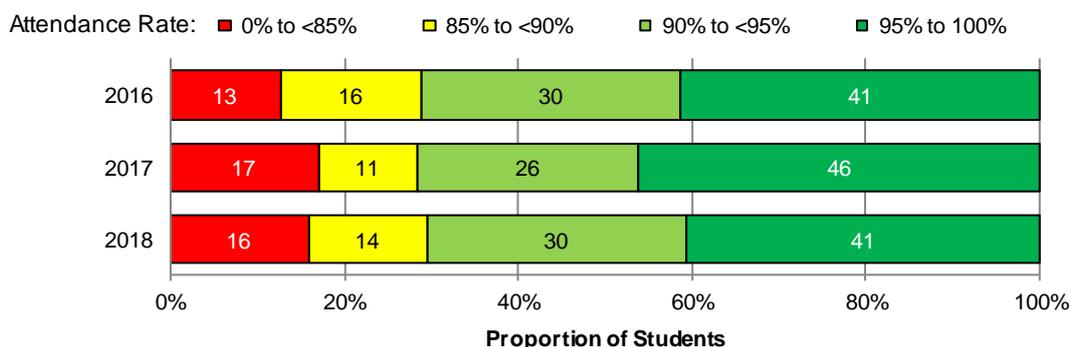
Year level	2016	2017	2018
Year 7		DW	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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



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.

Class rolls are marked twice daily by the class teacher. Parents are contacted via text message using the 'same day messaging' for all absences. If a pattern of absences occur parents are contacted. Parents are encouraged to send children to school regularly utilising the 'Everyday Counts' resources. Teachers use Oneschool dashboard to monitor school attendance. Attendance is published in the Newsletter to inform community of their legal obligations

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

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.