



# Glen Aplin State School

# 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



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## School Overview

Glen Aplin State School is situated 10 kilometres south of Stanthorpe. Glen Aplin enrolments are from in and around Glen Aplin village and wider areas within the Granite Belt.

Glen Aplin has a supportive school community and an active Pand C which enables our students to participate in a wide variety of extra curricular activities including annual camps, excursions and special days.

Glen Aplin currently has an enrolment of 98 students and is continuing to grow.

Glen Aplin School has the belief that every student can succeed every day given the right learning opportunities in a safe and supportive school environment. Glen Aplin offers a warm, caring environment where all students are encouraged to do their best and to strive to improve by setting goals and working towards achieving these.

We have a focus on the attainment of literacy and numeracy skills and school operations are driven by this. Because we are a small school, we have a personalised approach to our curriculum and we get to know our students and their families closely.

## Principal's Foreward

### Introduction

This report outlines our school's progress and achievements of goals and target for 2016.

#### School Progress towards its goals in 2016

In 2016 Glen Aplin made significant progress in meeting its strategic goals. Such progress included

- Reviewed and implemented whole school writing program to improve student learning outcomes. Student performance in the Upper Two Bands for NAPLAN in writing, 46% in Year 3 achieving Upper 2 Bands and 20% in Year 5.
- Continuing to work closely with STLaN to use school data to guide budgetary and curriculum decisions.
- Increased attendance to 94% throughout the school.
- Whole school approach to data collections, analysis, data conversations and case management to develop goals and targets. 100% of staff engage in data analysis and development of data walls and use this information to inform differentiated teaching.

#### Future Outlook

Our school is focussed on ensuring that "Every Student is Succeeding Every Day" in literacy in 2017. Glen Aplin will continue to improve student outcomes this year by;

- Updating and reviewing whole school reading program.
- Engage in Professional Learning to build teacher capacity in the teaching of reading.
- Implementation of whole school writing program to develop consistency of practice throughout the whole school.
- Moderate and use data analysis to target learning.
- Continuing to develop and implement Positive Behaviour for Learning throughout the school.

# Our School at a Glance

## School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	100	36	64	4	92%
<b>2015*</b>	98	35	63	2	94%
<b>2016</b>	102	40	62	8	95%

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

Glen Aplin caters for students from rural and urban areas, with a mixed socio economic background.

### 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	20	21	27
Year 4 – Year 7	18	22	23
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

Glen Aplin State School delivers the Australian Curriculum in multi age class settings.

### Co-curricular Activities

Extra curricula activities include:

Leadership Conference for Years 5 and 6

Excursions and community events eg., ANZAC ceremony and marching, Apple and Grape festival participation.

District Under 8's Day

Annual camp

Special days such as art days, technology and science days and theme days.

District competitions such as Eisteddfod, CWA International Competition

Regional participation in sporting events, chess tournaments and Optiminds team challenge.

## How Information and Communication Technologies are used to Assist Learning

Glen Aplin State School has access to computers and laptops used in every day learning in each classroom. Digital learning spaces are used for self-paced learning, independence and differentiated learning. Students regularly use laptops, digital cameras, data projectors and interactive whiteboards.

## Social Climate

### Overview

Glen Aplin State School is a Positive Behaviour for Learning School, with four expectations I am Safe, I am Responsible, I am Respectful and I am a Learner. This school-wide approach is used to create a safe and supportive learning environment. Students participate in weekly social skill programs with our School Chaplain. Individual student learning is catered for at school, with Personal Learning Plans developed to support or extend students learning. Students also have access to a Guidance Officer.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	91%
this school is well maintained* (S2014)	100%	100%	100%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	100%	100%
they like being at their school* (S2036)	94%	95%	95%
they feel safe at their school* (S2037)	94%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	85%	90%	94%
they can talk to their teachers about their concerns* (S2042)	91%	95%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their school takes students' opinions seriously* (S2043)	94%	100%	100%
student behaviour is well managed at their school* (S2044)	88%	95%	94%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	94%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	97%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> 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)	92%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	92%	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%	100%
their school is well maintained (S2078)	100%	100%	100%
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

At Glen Aplin School we work closely with parents and the wider community to assist in ensuring that every child succeeds every day. Parents work in classrooms to assist with reading programs and spelling programs. Parents are encouraged to help at school and volunteers assist in the library and help to run school events. Glen Aplin has an active P and C with many parents who assist in raising funds for school resources and activities. Glen Aplin students participated in the local Apple and Grape festival, conducted their own community ANZAC ceremony as well as marching in the Stanthorpe ANZAC Day march, Students sing and perform at the Granite Belt District Eisteddfod and work closely with the Glen Aplin branch of the CWA and enter the international competition. Glen Aplin communicates regularly with parents and community through the school newsletter, school website and the Q Schools App, as well as local newspaper.

Students with diverse needs are catered for through the development of Personal Learning Plans or Individual Curriculum Plans. Teaching staff and parents work in close consultation with specialist learning teachers, such as AVT, STLaN and Guidance Officers to develop plans that cater for student's learning needs. Stakeholders meet regularly to review and discuss student's progress.

## Respectful relationships programs

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

Glen Aplin State School works on programs in conjunction with our school Chaplain to provide support to students in developing their social and emotional resilience. Glen Aplin State School operates under the Positive Behaviour for Learning framework, and staff explicitly teach students expected behaviours, providing consistency throughout the school, when teaching and responding to behaviour. Glen Aplin's school wide expectations are I am Safe, I am Responsible, I am Respectful and I am a Learner.

### 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	5	6	7
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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	14,297	0
2014-2015	16,298	
2015-2016	29,663	

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	9	6	0
Full-time Equivalent	7	4	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.**	1
Bachelor degree	3
Diploma	5
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 \$10567.91.

The major professional development initiatives are as follows:

Mentoring and peer learning

Leading Learning Collaborative Dr Lyn Sharratt

Positive Behaviour for Learning Tier Training

Writing Professional Development

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.	97%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff were 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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	83%	92%

\*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%.

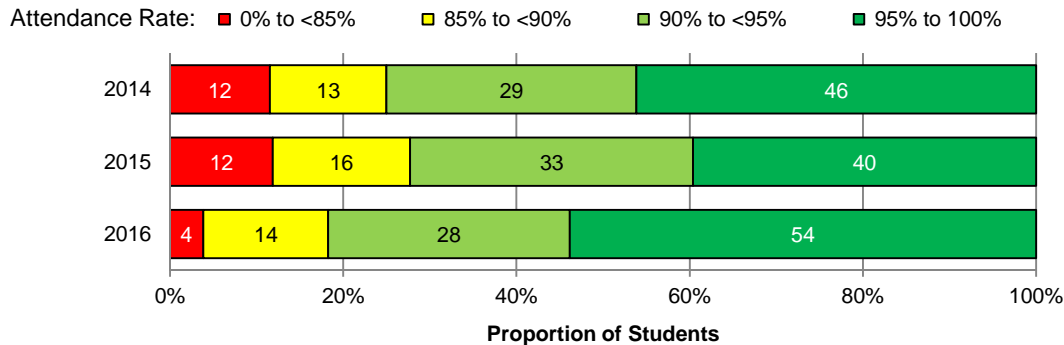
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	91%	92%	94%	95%	94%	94%					
2015	91%	94%	93%	92%	94%	93%	94%						
2016	96%	93%	95%	93%	93%	95%	97%						

\*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.

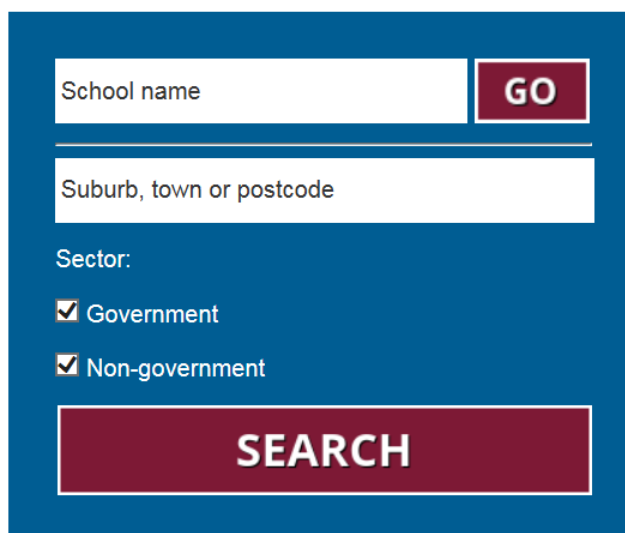
Rolls are marked twice daily, at the commencement of the day and after second break. Unexplained absences are followed up with a phone call to each family requesting an explanation. Student absences are monitored and contact is made with parents if absences of any individual student are becoming frequent.

## 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.