Glenvale Christian School Annual Report 2019 (Based on 2018 data)

Descriptive Information

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how computers are used to assist learning.

School Sector:

Independent

School's Address:

623-661 Boundary St Toowoomba Qld 4350

Total Enrolments:

End of 2017 = 96

End of 2018 = 99

Year Levels Offered:

Kindy to Year 6

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

The majority of students at Glenvale Christian School come from Protestant Christian families. Most families have English as their first language and the majority have working parents. A large percentage of families have more than one child, sometimes from blended families.

Distinctive Curriculum Offerings:

As well as offering all the Key Learning Areas, Glenvale Christian School offers:-

- Biblical Studies – We are reading through the Bible over three years as a school.
- Music and Art taught by a specialist teacher.
- HPE taught by a specialist teacher
- 2 week learn to swim program
- LOTE – Sign (AUSLAN) Prep to Yr. 2 and German for Years 3-7
- Annual camp for Years 5-6

Extra-curricular Activities:

- Private Music lessons (Private tutor)
- School Choir
- Chess Club (Private Master Chess Coach)

Social Climate:

At Glenvale Christian School we work with parents to equip our students to be successful in life, both now and in the future, through teaching in the academic, social, emotional and spiritual domains. We have developed our behaviour management procedures around six core Biblical values. Through these values we are able to not only shape Godly behaviour but provide an understanding of why these values are important.

When supporting students who have learning, emotional or behavioural needs, we appreciate the wisdom and support of parents, and work to develop a team approach. Partnership with parents allows us to provide a consistent approach to dealing with issues. We have a chaplain who works one day a week and is included in support plans for students as needed.

As part of our school improvement plan, we have looked at how to best engage students in their learning and help teachers meet the individual needs of students. The School Improvement Plan has been focused on student assessment data, setting clear learning goals and providing feedback on student achievement. Teachers provide Term Curriculum Summaries to parents, which allowed parents to be informed and included in the academic development of their child.

Parental Involvement:

We involve parents in the following areas:

- Clear explanation of homework requirement so parents can be involved.
- Prep concerts and end of term programs to allow parents to see what children have achieved.
- Staff available before and after school to speak to parents.
- Communication booklets or diaries in most classrooms.
- Interim reports and interviews in Term 1 to keep parents informed of children's progress.
- Parent curriculum afternoons Terms 1-3.
- Helping in classrooms in areas such as exchanging home readers, helping small groups and gardening.
- Regular newsletters about what will be learnt that week in a number of classrooms.
- Report positive behaviours to parents on a weekly basis in a number of classrooms.
- Present Archer Awards on school assembly to promote and encourage positive behavior.
- Working bees

Parent, Teacher and Student Satisfaction with the School

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.

If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

Satisfaction Data:

New Enrolments: During enrolment interviews, prospective parents are asked if the school has been recommended to them by other current parents. In many instances, the main reason for new parents to make inquiries at GCS, has been from positive word of mouth recommendations from current parents.

Teacher Retention: Individual interviews were conducted in January 2018 with all staff; teachers, teacher aides and office staff. These interviews demonstrated 100% positive expectation to continue working at GCS, with many anecdotal references made regarding staff dedication to the school.

Parent & Student Satisfaction Feedback: The end of year Year 6 Graduation dinner was an opportunity for students and parents to express satisfaction as the Year 6 students completed their primary education at GCS.

Enrolment Growth: During the last 6 years, there has been steady and considerable growth in the student population.

2012 – 60 students

2017 – 78 students

2018 – 103 students

Contact Person for Further Information:

Title: Brett Munro – Principal principal@gcs.qld.edu.au

School Income Broken Down by Funding Source

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website http://www.myschool.edu.au/ *under this section of the report.*

Staffing Information

Staff Composition, Including Indigenous Staff:

1 teacher for each class:

Prep, Year 1, Year 2, Year 3, Year 4, Year 5/6

There are two full time aides, a business manager, administration officer / registrar, office assistant and a part time librarian

There are currently no indigenous staff

School staff

Teaching staff	10
Full-time equivalent teaching staff	7.05
Non-teaching staff	10
Full-time equivalent non-teaching staff	4.5

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	2
Bachelor Degree	7
Diploma	1
Certificate	0

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
National Institute of Christian Education: Certificate of Christian Education Addressed standards: 1.3, 2.2, 2.3, 3.1, 6.2, 6.3 Format: 1 day workshop (6hrs)	10
Downs Syndrome Workshop – 2hours	10

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
10	$6213	$621.30
The total funds expended on teacher professional development in 2018	$6213	
The proportion of the teaching staff involved in professional development activities during 2018	100%	
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included] LEM Phonics Introductory course focuses on literacy and student learning of phonics, spelling and reading. Christian Education Design workshop focused on implementing Australian Curriculum from a Christian cultural perspective.		

To calculate average expenditure per teacher:

$$\frac{\text{Total expenditure on teacher PD}}{\text{Total number of teachers}} = \$ \text{ (average expenditure per teacher)}$$

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
10	190	48	97.5%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.5% in 2018			

To calculate Average Staff Attendance Rate:

Number of possible attendance days = Number of School Days x Number of Staff

$$\frac{\text{Number of possible attendance days – Total Days Staff* Absences}}{\text{Number of possible attendance days}} \text{ x 100} = \text{Average Staff Attendance Rate}$$

* Where staff means permanent and temporary classroom teachers and school leaders

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
10	8	80%
From the end of 2017 80 % of staff were retained for the entire 2018 school year		

To calculate the proportion of teaching staff retained in a program year:

$$\frac{\text{Number of permanent teaching staff retained at beginning of program year}}{\text{Number of permanent teaching staff at end of previous year}} \text{ x100} = \text{Retention Rate}$$

For example: At the end of the year previous to the program year (e.g. 2017), there were 50 teaching staff members (by head count). 5 of these teachers resign at the end of the year. At the beginning of the new year (the program year), 45 of the teachers are retained from the original 50.

$$\text{The retention rate is:} \quad \frac{45}{50} \text{ x 100} = 90\%$$

NAPLAN results for Years 3, 5 and 7 and 9 in 2018

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;

- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;

- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website http://www.myschool.edu.au/ *under this section of the report.*

Benchmark Data for Year

Reading		
Year	Average Score (School)	Average Score (National)
Year 3 (2018)	472	434
Year 5 (2018)	460	509
Writing		
Year	Average Score (School)	Average Score (National)
Year 3 (2018)	395	407
Year 5 (2018)	452	465
Spelling		
Year	Average Score (School)	Average Score (National)
Year 3 (2018)	421	418
Year 5 (2018)	471	502
Grammar and Punctuation		
Year	Average Score (School)	Average Score (National)
Year 3 (2018)	454	432
Year 5 (2018)	521	504
Numeracy		
Year	Average Score (School)	Average Score (National)
Year 3 (2018)	430	408
Year 5 (2018)	497	494