



The Glennie School

2015 Annual Report



All She Can Be®

Vision

To develop in each Glennie girl the intellectual, physical and spiritual potential to be All She Can Be®

Mission

As a community where tomorrow's women learn, our Mission is to provide girls with dynamic opportunities in education, training and personal growth which develop their individual potential and prepare them for life. We shall incorporate traditional values within a caring, Christian environment, together with the best contemporary teaching methods and learning experiences.

The Glennie School

An Independent Anglican day and boarding school for girls in Years P to 12 with boarding from Year 6 and a co-educational Kindergarten.

Goals for 2015

YEAR OF ACTION

PEOPLE

- ✓✓✓ Review exit program for Year 12 students.
- ✓✓✓ Embed new Middle and Senior Years leadership structure.
- ✓✓✓ Undertake customer service workshops for administration and teaching staff.
- ✓✓ Continue to implement ASOT.

PRODUCT

- ✓ Introduce Glennie@Home distance education program.
- ✓✓✓ Introduce "Spring into Glennie".
- ✓ Promote day boarding options.
- ✓✓✓ Implement the Mind Fitness Program throughout Middle Years
- ✓ Review Junior Years Personal Development Program.
- ✓✓✓ Continue introduction of the Australian Curriculum.

PLACE

- ✓✓✓ Complete the new Science Centre.
- ✓✓ Plans developed for Indoor Sports Centre and Gymnasium.
- ✓✓ Continue refurbishment of boarding amenities (Brown House and Health Centre).
- ✓ Commence development of the Hill Street land.

BUSINESS (Operations)

- ✓ Complete implementation of risk management processes.
- ✓✓✓ Implement Development Office restructure of Marketing.
- ✓✓ Assist the Glennie School Foundation's fundraising campaign for \$1.2 million to assist funding for the new Science and Indoor Sports Centres.
Implement marketing campaigns for:
 - ✓ Year 6 students
 - ✓ Boarders
 - ✓ French Immersion students

Key

- ✓ to some extent completed
- ✓✓ mostly achieved
- ✓✓✓ fully achieved



Goals for 2016

YEAR OF COURAGE

PEOPLE

- Improve HR systems, procedures and policies
- Provide further customer service training for all staff
- Build data pictures of students by tracking student achievement and progress

PLACE

- Continue Brown House amenities refurbishment
- Continue Hill Street development

PRODUCT

- Provide extension opportunities for girls to ensure a breadth of differentiation (XL@Glennie).
- Review Boarding operation; implement initiatives and alternate delivery options.
- Implement SEQTA – administrative software platform
- Establish partnership with Universities to extend learning in STEM subjects.
- Consolidate and extend the use of online learning platforms and opportunities to extend curriculum delivery.
- Review IT use policies.

BUSINESS (Operations)

- Complete Implementation of risk management processes
- Promote STEM@Glennie.
- In conjunction with the Glennie School Foundation, plan and implement the Fundraising Campaign for the indoor Sports Centre
- Widen enrolment catchment – NSW/NT/International
- Implement Glennie@Home – Year 6.
- Investigate opportunities to share corporate services within the Anglican School sector



Mr T W (Bill) Armagnacq
Chair of School Council

School Council comprises volunteers from the School and wider communities. A précis of each Council member's background and qualifications can be found on the School's website.

These members willingly provide their experience and knowledge to govern the School on behalf of the Anglican Diocese, Brisbane.

Governance

School Council hosted the Bishop of the Western Region Cameron Venables at our first meeting for 2015 and welcomed Mr David Russell as a member in March. Mrs Sylvia Grigg resigned in March following 1.3 year's service and Mr Arun Pratap followed later in the year after 4.6 years of service. As each Council member is a volunteer who gives freely of the time and expertise, I recognise Mrs Helen Tilly's exceptional contribution on her retirement from Council at the expiry of her term of appointment following 9.6 years of service.

The Anglican Schools Commission appointed to the School Council, Mr Tony Wright in August 2015, Mr Mark Norman in December 2015, with Mrs Mareta Garner to commence in January 2016 and Mrs Elizabeth Gillam in February 2016.

Throughout the year Council considered a number of important matters for the School's future. Significantly, Council agreed to proceed with construction of the much needed new Science Centre. Consideration of tenders for this project resulted in the selection of North Build for construction of the Science Centre for completion in January 2016. Acquisition of the land in Hill Street occupied by Newtown Towing was also a major strategic investment to allow future expansion of Junior Years facilities as demand dictates.

Further consideration by Council was given to the continued process of Facilities Master planning to meet the future need for new or replacement buildings and infrastructure. Refurbishment of Year 7 Classrooms and the extension to Dowson House for Year 7 boarding were completed.

Council also gave considerable emphasis to aspects of the School's Financial Sustainability into the future. During this consideration, there was wide ranging discussion regarding School Fees. Council was certainly conscious of the need to remain affordable and to sensibly manage costs of infrastructure, resources and wages. This emphasis was also coupled with consideration of enrolment trends together with the expectations of and results from the introduction of Year 7 into secondary schooling in January 2015. Increases to Boarding Fees were also capped at 2.5% for those families continuing or enrolling in 2015 for the period of their daughter's enrolment.

Negotiations progressed on the next Enterprise Bargain Agreement with staff being asked to vote on implementation of the proposed new Agreement. General acceptance across the Anglican sector was achieved.

Child Protection and the School's Risk Management framework also received Council's consideration with reviews of School policies and procedures.



Mrs Wendy Ashley-Cooper
Head of School

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.

2015 Overview

The Year of Action began with a surge of energy as girls and staff focused on the actions we need to take to make progress in our lives: academically, spiritually, socially, physically, culturally and emotionally. Girls were frequently reminded that even small actions can make a big difference to their own lives as well as the lives of others.

Academically, 2015 saw great success for our strong achievers in Year 12, with close to a third of the girls achieving an Overall Position of 6 or higher. Three girls gained an OP1.

NAPLAN results in 2015 showed that Glennie girls are performing well above the average in all areas. In addition, scores in numeracy in the Junior Years have shown more improvement than before. We can also now measure just how much value a Glennie education can add.

In the Junior Years, robotics was introduced via such means as the Bee-bots in Year 2. Further ventures into coding were extended throughout the Junior Years.

Throughout The School, teachers implemented the most up-to-date version of the Australian Curriculum. In addition, they continued to develop their IT skills, in order to enhance their teaching and, thus, student learning. Teachers engaged in a substantial course called *The Art and Science of Teaching*, commonly known as Marzano, after its inventor.

Facilities development saw the building of the auditorium outside the PAC and the completion of the new boarding house extension, officially named the Heather Smith Wing, in September. We also installed just under 400 solar panels on nearly every suitable roof. These panels helped pay for themselves by supplying the secondary campus with between 13% and 17% of its power needs.

The new Science Centre, the most ambitious single building project The School has ever seen, commenced early in the year, as did the fund-raising campaign to "sell off" the elements of the Periodic Table and Science Laboratories.

It was a highly successful year in sport, the arts and academic pursuits such as debating and chess.

The secondary Musical, *42nd Street*, was a great success, involving a huge cast and crew and a vast army of supporters.

Nine girls were confirmed in their faith by the Bishop of the Western Region, the Right Reverend Cameron Venables, in a beautiful service.

In other forms of service, girls raised money for many different charities as well as undertaking projects such as visiting the elderly and running pig races at the Fair. In total, Glennie girls raised over \$30,000 in support of charity and contributed hundreds of hours of their time in service projects.

Distinguished visitors to The School during 2015 included the Hiroyuki Minow jazz trio from Japan, the Hon Deb Frecklington, Member for Nanango, Mrs Sally Rigney, former ABC journalist, Col Michael Millar of the Army, Mr David Glennie, great-great-great-nephew of our founder, writer Meliana Faranda, Old Girl and professional saxophonist, Angela Davis, and, of course, Bennie the Bee, who flew in late in the year and took up residence in Simmons boarding house.

One of our members of staff, Mrs Shannon Townsend of the Glennie Aquatic Centre, received the Swim Australia Teacher of Excellence Award. The School was a winner in the Toowoomba Business Excellence Awards for the third year in a row.

Some other initiatives of 2015 were the launch of Café G, the Education Startup weekend, the new interhouse singing competition and the holiday camp: *Spring into Glennie*. Our well-being program, *Mindfitness*, was fully established throughout the Middle Years. We also appointed our first Vocational Education Co-ordinator.

We were sad to hear of the deaths of Mrs Linda Gray, outstanding supporter of The School and the P & F. We also lost Mr John Winn, the former Glennie parent who wrote the Centenary book: *100 Years of Friendship*.

In September we lost a former Headmistress of The Glennie School, Dr Kathleen Simmons. As Miss Simmons, she was Headmistress from 1966 until the end of 1981, having already been a teacher at Glennie for 10 years. In her later years, she took a continuing interest in The School and even delivered the address at the big community service (held in the Assembly Hall) to commemorate the Centenary in 2008.

At the end of 2015 we bade farewell to Mrs Donna Evans, Deputy Head and Head of Middle Years, who decided to leave us after five years' of excellent service to Glennie.

Once again, The School enjoyed outstanding support from the Parents and Friends' Association as well as the Glennie Foundation. These groups are most important and much-valued facets of The Glennie community.

Distinctive curriculum offerings: This refers to special programs or innovative offerings, not regular subjects offered. It could include excellence programs, gifted and talented arrangements, special needs programs, life skills etc.

Whilst younger students are welcome to meet with the Careers and VET Co-ordinator at any time, the careers program begins in Year 10.

The Be Real, Get SET teaches Year 10 students real life skills and begins the SET Planning process.

For the purposes of the Nationally Consistent Collection of Data (NCCD) 'disability' is defined in accordance with the Disability Discrimination Act (1992) and the Disability Standards in Education (2005).

The Language Skills program is offered to students in Years 7 to 10 who demonstrate the need for support with literacy skills.

The Literacy and Numeracy Program is run in Year 9.

Curriculum

Vocational Education and Training

The School is a Registered Training Organisation (RTO) offering Certificates I and II in Information, Digital Media and Technology (IDMT). All Year 10 students complete Certificate I in IDMT. Certificate II in Hospitality and Certificate II in IDMT are offered as subject choices to Years 11 and 12 students. These are Board registered subjects and do not contribute to the OP score.

Students can participate in school-based traineeships and apprenticeships from the end of Year 10.

Careers

The Senior Education and Training SET Planning process is an annual event for all students in Year 10. Boarding parents who were not able to attend were sent a detailed report on their daughter's interview. The process is not just about choosing senior subjects but rather a more holistic look at the intended pathways that students are choosing to ensure that every Year 10 student is indeed choosing the pathway and subjects that will lead her to her intended destination. Interviews were held with parents and students and there were Skype sessions for boarder parents.

The School again hosted the University Showcase, where nine universities attended. Students were able to talk to representatives from these institutions. Year 10 students participated in the Be Real, Get SET program, and Senior SET Planning as well as participating in work experience. Year 11 students participated in one semester of careers lessons and one semester of guest speakers including GAP organisations. In Year 12, tertiary institutions, accommodation sites and scholarships opportunities were among the information sessions presented. Students were guided through the QTAC process. Girls participated in the Year 12 Exit Preparation Program. They attended the Toowoomba Careers Expo and the USQ Experience University open days.

Be Real, Get SET

For the first part of the Be Real, Get SET program, students chose a career that interested them. Dressed appropriately for their chosen career, students learned to budget, apply for jobs, write resumes and covering letters. They participated in mock interviews conducted by volunteers from business, government and education.

In the second part of the program, students participated in careers activities and research as a lead-in to SET Planning and subject selection. Girls investigated occupations, pathways, courses, labour markets etc.

Year 12 Exit Preparation Program

We assisted our Year 12 girls to prepare for life beyond school with the Year 12 Exit Preparation Program. One lesson per week was devoted to QCS preparation in Terms 1, 2 and 3. In Term 4, the girls were given a variety of presentations on topics such as safe partying, schoolies week, RACQ membership and practical lessons in life skills.

Learning Support

Nationally Consistent Collection of Data

The focus for 2015 in Learning Support was the implementation of the Nationally Consistent Collection of Data (NCCD) on Students with Disabilities (SWD). NCCD data collected in August indicated that there were 29 students with disability in Middle and Senior Years at Glennie. Of these, three students were identified as being supported with adjustments; 23 were supported with supplementary adjustments; and, three with substantial adjustments.

Verified Students

The number of students verified through the Education Adjustment Program (EAP) process, as requiring significant levels of support in 2015 was twelve. The Learning Support Department provided for these girls' individual needs through consultation with parents, school staff and outside agencies.

Language Skills

Students requiring additional support in literacy are identified through standardised and school based testing and parents are consulted. The Language Skills curriculum is designed to give students in Years 7 to 10 the opportunity to focus on the foundation skills of literacy: reading, comprehension, writing, proof reading and spelling. Improving these important skills is critical to the education of the students involved. The class was supported through small class sizes, flexible individual programs, a high interest/low ability library and a class set of iPads.

LANP

The Literacy and Numeracy Program (LANP) was offered to students in Year 9 who were identified by teachers as being 'at risk' of not achieving their potential in Senior Years. As the name suggests, the program focused both on the literacy and numeracy skills required for success in Senior Years.

The three-year French Immersion Program from Years 8 to 10 provides the opportunity for Glennie girls to develop their academic abilities in a foreign language: Mathematics, Science, Social Science and Physical Education are taught in French.

IdeasPLUS@Glennie is a program that provides learning opportunities for girls who are demonstrating a very high ability in particular areas of the curriculum.



French Immersion

In 2015, 59 students followed the curriculum in French (23 in Year 10, 21 in Year 9 and 15 in Year 8). The students benefited from the award of the Independent Schools Queensland grant to the Program. The project focused on welcoming a French Language Assistant from Belgium for a semester. Miss Mona Huys assisted the teachers during the lessons, helping the students in an individualised way.

A further opportunity for the girls to develop their languages skills came with the five week trip to France during September and October, in St-Thomas de Villeneuve, Chaville, next to Paris and Versailles. 23 students travelled with Miss Schooling, Mrs Hede and Mr Park-Ballay. This also provided a great cultural experience for the students who took part.

Junior French Program

Junior girls learned French as part of the curriculum. Girls attending Year 6 camp visited a French Restaurant to practise their French. Students from Years 4, 5 and 6 performed French songs at the Toowoomba Languages and Cultures Festival. Girls assisted visitors at the festival with French-themed activities.

IdeasPLUS@Glennie

At Glennie Junior Years, we sought to recognise and value girls with varied academic abilities and provide suitable programs for them. A series of extension workshops were held throughout the year, each workshop focusing on different intelligences. The workshops were aimed to be complex, abstract, challenging, interesting, hands-on, motivating and multi-disciplinary.

In 2015, over 35% of the Junior Years school population were offered places in at least one workshop. Topics for workshops included visual art (clay sculpture), strategic and lateral thinking, robotics, creative writing and mathematics.

2015 also saw the introduction of the IdeasPLUS@Glennie High Performance Program (HPP), for all girls in Years 1 to 6. This program aims to allow all students to:

- engage with novel, complex problems with confidence and resilience;
- be able to access a range of strategies in order to investigate and solve problems;
- improve in their ability to communicate their thinking and reasoning.

The HPP for all year levels is taught within an area of STEM (Science, Technology, Engineering, Mathematics), aligned to the curriculum. All girls participate in 90 minutes per week, of ability grouped learning. The learning occurs within each student's zone of proximal development. Additional specialist teachers support classroom teachers with this program to allow smaller groups. Within this program, development of problem solving, vocabulary and communication are of high priority.

Technology

The Information Technology Department underwent considerable curriculum change in 2015 including our teaching programs and the introduction of the new Design Technologies Elective in Year 9. Design Technologies was well received by the girls. The learnt skills in visual communication, free-hand drawing, design and planning considerations, 3D modelling, problem analysis and solving, marketing and social constraints such as access, affordability, sustainability and of course skills in evaluation and critique. We plan to further develop this unit to incorporate 3D scanning and printing technologies so that girls can produce their final products.

Senior Information Technology Systems (ITS) was re-developed to focus more on coding and to build stronger pathways to university. The girls can complete both the ITS work and USQ Headstart unit *Foundations of Programming* concurrently.

Other courses had incremental developments to keep them interesting and current to technology changes. Girls studied animation, video capture and editing, web design, image manipulation, and coding for a variety of environments including Robotics and Smartphone App Development.

Glennie's computer program made devices available to girls from Years 5 to 12 to use in their daily studies including homework and research.

Junior Years Art Program

In Junior Years, the Art program was a key component of girls unlocking their creative potential. In a stimulating, vibrant environment, girls participated in regular classes to develop their artistic skills and talents. Students from Kindergarten to Year 6 created artworks using a range of media. They exhibited their work in a variety of ways, both within the school and in the community at shows and exhibitions, receiving many awards in the RASQ Toowoomba Show and the Toowoomba Regional Art Gallery.

Ballet

Girls in Prep to Year 2 learned ballet as part of the curriculum. Girls wishing to continue with ballet from Year 3 attend the extra-curricular Dance Program.

Edsquad, in connection with the Queensland Ballet, held four ballet workshops with students from Prep to Year 12. 32 Dance students participated in Royal Academy of Dance Examinations and Awards.

Activities: Descriptions of the activities should be provided, particularly those that involve a significant number of students.

Results and achievements in all School activities were reported in the GlenniEnews throughout the year and in Annual Glennie Gazette.



Girls wishing for promotion attend various officer training camps. Cadets are eligible to gain Duke of Edinburgh Awards as the activities match most of the required criteria for this scheme.

The Cadet program is operated through the Toowoomba Grammar School Cadet Unit. All personnel involved in running Cadet activities are employed by the Australian Defence Force and Toowoomba Grammar School. The Glennie liaison staff member, assists with pastoral care of the Glennie Cadets whilst at school and on some bivouacs.

Activities

The Arts

The Arts program at Glennie offered girls the opportunity to explore and develop a wide range of skills in Performing and Visual Arts through curricular, co-curricular and extra-curricular activities. Over 250 girls from Prep to Year 12 participated in extra-curricular lessons in Music and Speech and Drama (with a total of 350 lessons per week). 175 girls from Years P to 12 performed in choirs and 150 girls in instrumental ensembles. Most girls were involved in two or more Arts activities.

With a multilevel approach to ensembles allowing opportunity for beginner, intermediate and advanced players, the Glennie choirs and bands flourished, with greater numbers than ever before. Music camp in February saw 180 girls from Years 4-12 integrate musically and socially. The traditional Performing Arts Concert in Semester 2 was held in two parts: one for instrumental groups and one for choirs.

The Middle and Senior Years musical, *42nd Street*, enabled girls to showcase musical, dancing and dramatic talents on stage in a variety of roles. Drama group, AXXIOM involved girls in building their script-writing and presenting skills. Year 12 girls led the group working alongside the Drama staff. Visual artists earned prizes at the Toowoomba Show and in The Chronicle Junior Art Expo. A record number of dancers featured in the Speech Day Opening Ceremony.

The Performing Arts Rewards Day, involving a day at a Gold Coast theme park, rewarded girls for their dedication and commitment to rehearsals and performances throughout the year.

Sports

Sport in 2015 went from strength to strength due to girls willing to be involved and the staff who helped coach and support girls. The year started with the Interhouse Swimming and Cross Country carnivals, and all Toowoomba and Darling Downs trials took place with over 40 girls chosen by the end of Term 1. The sports camp for touch, netball, volleyball and football was held at a new venue, Tallebudgera Creek Recreation Centre. The new venue was a great success and allowed girls and coaches to prepare thoroughly for the upcoming winter seasons.

As the year progressed over 400 girls participated in sport with many individual and team achievements. Cricket continued to grow with two teams entered in the local competition. A Year 7 and 8 cricket team progressed to the Queensland final of the Milo T20 Blast.

For the first time, Glennie sent three teams to the Queensland All Schools Touch competition in Brisbane and progressed to the National Competition in Melbourne where the Junior team won gold. The Intermediate Knockout Athletics team qualified for the National final in Melbourne where they finished ninth in Australia.

Cadets

Cadets offered girls the opportunity to test their endurance, strength of character and ability to cope in challenging situations. Cadets also offered great leadership opportunities including:

- training days
- 3 compulsory bivouacs
- 1 optional bivouac
- 4 excursions
- 4 special training days
- Anzac Day Services
- Passing Out Parade
- The cadet display at the Glennie Fair
- Dining In night at Toowoomba Grammar School

Debating

Girls in Year 6 girls participated in the Independent Primary Schools Heads Association (IPSHA) Junior Debating Competition. This was the girls' first opportunity to engage in structured debating.

Girls in Years 7 to 12 worked together in four small groups to develop their teamwork skills and participated in regular debates against teams from local schools to develop their confidence and public speaking skills. The arguments that they prepared also allowed the girls to develop their knowledge about current affairs. They presented their cases to an audience of both peers and adults from within The School and the wider community. The Year 7 Team was the Champion Team in their age group within the Toowoomba and Darling Downs competition. The Year 10 and Senior Teams made it through to the quarter-finals of the competition.



Pitstop is a participant in the Active After-school Program, an initiative of the Federal Government to fund outdoor activities for children in after-school care programs.



Welcoming students on study tours from Japan and France is a valuable cultural opportunity for Glennie girls.

Public Speaking

Public speaking is a rewarding activity that promotes confidence and critical thinking. Commonly, public speakers have developed their skills and abilities whilst working as part of a debating team. In Middle Years, girls participated in the Rostrum Voice of Youth. In the Senior Years, our orators participated in the Lions Youth of the Year. In 2015, Caitlin Judge, participated in the Lions Youth of the Year at the club level and won the Leanne Sleeba Memorial Trophy for her prepared and impromptu speeches.

Indigenous

Throughout 2015 the Indigenous Department supported all Indigenous students both academically and pastorally. Teacher aides worked closely with the Indigenous Student Co-ordinator to support classroom teachers in the provision of academic and social emotional support so that each girl may achieve to her potential. Close links were maintained between boarding and the day school. Indigenous Girls in Boarding received individual and/or small group tutoring as required. Volunteers provided extra tutoring sessions for the Yalari students from Brown House.

The Indigenous Department recognised and celebrated the cultures of both the Aboriginal and Torres Strait students by attending the annual Indigenous Connections Day at the University of Southern Queensland. An Indigenous themed dinner was organised for the boarders and all Indigenous students were involved in a day of celebrating Indigenous culture through art and craft. Two Senior students were successfully nominated to attend the Raise the Bar Academy at the Melbourne University to be held in the summer holidays. This camp was a collaboration between the University of Melbourne and Athletics Australia and was specifically aimed at Indigenous students who aspire to participate in Athletics and University post-school. Aboriginal art sessions continued one night per week with the students creating wonderful designs for cards which were sold to raise money for the Yalari "Pay it Back" scheme.

Pitstop, Outside School Hours Care

Since moving to the 246 Herries Street house in 2014, Pitstop has undergone many improvements, with paving of pathways, gardens, and a new cubby. Children enjoy the homely atmosphere. Vacation Care offered activities including excursions to the movies, a zoo, ten-pin bowling, a farm, a museum, picnics, and swimming. Cooking, gift making, painting, woodwork, table tennis, variations of sport and special craft projects were some of the highlights for the children.

In 2015, Pitstop operated for fifty weeks of the year, five days a week. During Vacation Care it operated ten and a half hours a day, and in term time, four and a half hours a day. In 2015, 171 children (127 families) attended Pitstop.

Glennie Aquatic Centre

Glennie students participated in the Glennie Aquatic Centre's extra-curricular Learn to Swim and Squad programs. These programs operated each weekday afternoon and on Saturday mornings. The Glennie Gators Swim Club held club nights twice per month in Terms 1 and 4. Swim Club members participated in club nights and registered for other regional swim meets. Other activities that Glennie students participated in at the Aquatic centre included Waterpolo and holiday intensive Learn to Swim programs.

Glennie Gymnastics

Glennie Gymnastics held extra-curricular lessons after school from Monday to Friday for every age group or stage of gymnastics. Representative opportunities were offered for local, regional and state competitions. The younger gymnasts were encouraged to attend smaller, local competitions in Lowood and Dalby. Regional and state competitions were attended by squad gymnasts throughout the year. Opportunities for attending specialist coaching clinics with State level gymnasts and coaches were extended to gymnastic students. The older gymnasts were encouraged to complete their Judging and Coaching courses. School-based traineeships were offered to gymnasts wishing to continue working in the field.

Study Tours

The Glennie community hosted visiting international students in home stay accommodation which immersed the visitors in an Australian cultural experience. All girls were "buddied" with a Glennie girl as part of the Study Tour/English Immersion program. The international girls attended ESL classes and then, at various times during the school day, attended English Immersion classes with their buddies. The buddies met and cared for their students at recess and lunch breaks. This fostered good will, cultural exchange and friendship between the girls.

Cultural Tours

Girls attended the World Challenge tour to Nicaragua where they completed volunteer work and were immersed in the culture of a third world country. As part of the experience, girls planned, booked and raised funds for their trip.

Camps are held for each year group from Year 3 to Year 10 and are an opportunity for girls to get acquainted with other girls and their teachers in an environment completely different from school. Camp is also an opportunity for each girl to experience challenging situations where personal fortitude and teamwork are key to success.



Camps

Girls went on various camps at the beginning of the year.

Year 3 Sleepover: James Byrne Centre at Highfields. An introduction to the outdoor education program.

Year 4 and 5 Camps: The Year 4 camp at Luther Heights, Coolum and the Year 5 camp at Emu Gully, Helidon, promoted team building activities, risk taking and leadership.

Year 6 Camp: Mapleton, in the Sunshine Coast hinterland. Girls challenged themselves on the high ropes course and tried abseiling and canoeing.

Year 6 Canberra trip: This excursion complemented studies of civics, citizenship and government.

Year 7 Camp: Camp Kokoda. Girls participated in activities such as hiking, raft building and rope challenges. Girls slept in tents and cooked outdoors. Girls showed resilience and perseverance, learning much about mateship and teamwork.

Year 8 Camp: Stradbroke Island. Girls surfed, hiked, swam and kayaked.

Year 9 Ecology Camp: An academic camp to Hastings Point. Girls discovered the diversity of coastal ecosystems investigating rocky shores, mangroves and estuaries. Snorkelling and kayaking were fun ways to get a close-up look.

Year 10 Camp: Girls hiked, rode mountain bikes, climbed low and high ropes, camped and cooked their own food in and around Bellthorpe National Park near Woodford. Girls were exposed to an array of adventure activities designed to push their comfort zones, challenge their resilience, and develop their independence and interdependence.

Year 11 Leadership Weekend: Girls participated in team building and leadership exercises at the Emu Gully Adventure Education Centre at Helidon.

Years 4 to 12 Music Camp: A camp for girls involved in extra-curricular music. Girls were introduced to the repertoire for the ensembles and choirs for semester 1. Musicians across different ages worked together to engage socially as well as musically..

Years 10 to 12 Multisports Camp: Gold Coast. For girls in the senior winter sports teams. An intensive mixture of training and workshops to develop the skills required to play at the top level of interschool competition.

Leadership and Service

Student leadership programs actively encouraged girls to reach out to each other across the age groups. All Year 6 girls undertook a leadership role as a School Official, House Official or Student Representative Councillor (SRC). The Leadership Day on the first weekend of Term 1 set guidelines for good leadership skills for all Year 6 girls.

During the year, the Student Representative Council continued the adopted grandparent program, visiting the elderly at Glendale Villas, and took part in the National Day of Action against Bullying and Violence. Some girls attended the Ecumenical Prayer Service for Child Protection Week, at St John's Anglican Cathedral in Brisbane.

The SRC collected scrap paper and cardboard weekly for recycling. They also conducted fundraisers to support The Heart Foundation, OXFAM Nepal Earthquake victims, Anglican Parish of St Luke Labyrinth, autistic students at West Special School and Type 2 Childhood Diabetes. A grocery collection to aid the Anglican Parish larder for local people in need was also undertaken.

Year 12 girls held leadership positions on various committees. They assisted with the organisation and management of House dinners, House and School sporting carnivals, performing arts rehearsals and events, chapel services, student induction activities, boarding dinners and activities, academic competitions and fundraising activities. Girls organised events related to Harmony Day and International Women's Day and raised funds for charities such as Bush Ministry, Angel Flight, the Cancer Council, the Pyjama Foundation, Stella's Voice and World Vision. Senior Leaders hosted student leaders from Toowoomba and regional schools at the annual Rankin Leaders' Dinner, and participated in a number of leadership days offered by other schools and organisations such as the Captains' Council at St Ursula's College, the Australian Student Leadership Conference and the Alliance of Girls' Schools Student Leadership Conference.

Year 11 girls travelled to Emu Gully for a leadership experience involving teamwork and challenges. Other girls participated in the National Youth Science Forum and the Sony Foundation Children's Holiday Camp.

Across Years 7 to 12, time and effort were contributed by many girls to visiting the elderly, donating blood to Red Cross, preparing birthing kits to send to women in Papua New Guinea, participating in Clean-Up Australia Day and sending shoeboxes filled with gifts overseas as part of Operation Christmas Child.

Social Climate

Spiritual Care

Regular Chapel worship at Glennie is a vital expression of commitment to both our Christian Ethos and Mission Statement. The aim of weekday and Sunday services was to nurture in Glennie girls a greater understanding of the basic Christian values and beliefs, as well as offer them spiritual guidance and support.

Many special services were held to commemorate both significant festivals in the Christian Year and special School events including; Ash Wednesday, Easter, Anzac Day, Founder's Day, Remembrance Day, Christmas, the Senior Induction, the Year 11 Leadership Conference, the Year 6 Leadership Training Day, the Year 6 Graduation, and the Year 12 Valedictory Eucharist.

To further emphasize our sense of Christian community, Family Communion services were held twice a term, enabling parents and friends to join in Chapel worship. At these services, baptisms were conducted for any girls who wanted to make a deeper commitment to the Christian community (and had not been baptised as infants). There was also an opportunity for other girls to reaffirm their baptismal promises in the annual Service of Confirmation held at the end of Term 2. As a part of their spiritual development, girls were encouraged to think of others, and give to those in need. There were various fund-raising efforts throughout the year which benefited a range of charities. Many girls also assisted in organising these events.

Some of the Year 9 and 12 girls made a contribution to worship at Glennie by planning and conducting special Chapel services and by playing a part in some of the formal liturgical celebrations. As always, there was scope and opportunity for girls to make a vital contribution to the spiritual life of the School, a challenge that can be richly rewarding for them.

Pastoral Care

Girls competed in various sporting and cultural activities as members of their house. Heads of House and Tutor teachers became acquainted with new girls and their parents through a range of orientation activities that were both formal and informal. These activities ensure strong pastoral relationships are developed between families and the School. There were opportunities for the younger students to get to know the senior students in a positive way. In their various committees, School student leaders carried out specific functions. All Year 12 girls were part of these committees. Year 12 girls in The Interyear Program (TIP) Committee met with Year 7 girls every week for the first six months of the year. In this way, girls built strong bonds between each other.

Through Years 10 to 12, students participated in a weekly Personal Development Program which covered a range of social, ethical, moral and contemporary issues. These sessions also dealt with topical issues such as bullying and cyberbullying. In Years 7 to 9 students participated in the Mfit (Mindfitness) program which teaches students about the spiritual, physical, intellectual, relational and emotional aspects of their development. The program is provided weekly and focuses specifically on building resilience and wellbeing.

The School held a Personal Development Day where students in Years 7 to 11 participated in a range of self-esteem and resilience building activities. Students' welfare was also monitored and managed by intervention and support from the School Counsellor and the School Chaplain. Religious Education was a compulsory subject for all students. It is through curriculum in subjects such as this that students learned more about meeting their own and others' welfare needs.

Boarding

In 2015, trips to the Gold Coast theme parks and Southbank strengthened our boarders' bonds of friendship and provided leadership opportunities for older girls. The 2015 Boarding Committee hosted a Boarder Leaders' evening. Seniors from local boarding schools met for a session of planning and socialising. The Fairholme Year 12 Boarders visited Glennie for a meal. Fairholme hosted Glennie in return.

Reverend Kate Powell provided boarders with thought-provoking opportunities for worship and reflection and encouraged our fundraising efforts for various charities. Boarders and Boarding staff participated enthusiastically in activities that raised money for the wider community. Special theme dinners did much to raise funds, as did the card-making activities provided by Mrs Gayle Ash.

Mrs Gillian Reynoldson, Mrs Maree Renouf, Mrs Lovell and their staff continued to effectively run Brown, Dowson and Simmons Houses. Miss Jocelyn Makin cared for the Indigenous boarders until the end of Semester One, then Glennie teacher, Mrs Janet Reed, assumed this important role. The Glennie Health Centre managed the health of all of the girls with Mrs Kate Wilshire as the Nurse Manager. Dr Sian Ford our visiting School doctor, a Physiotherapist and a delivering pharmacy do much to support boarding. All boarding staff completed the ABSA Duty of Care Course and St John's First Aid training. Professional development was held at the beginning of each term led by experts in the Health field. The Glennie Nursing staff connected regularly with their Toowoomba peers.



Glennie's pastoral care program begins within the school's house structure. All girls belong to a house which they remain in for the time they are at the school. For some students this can mean thirteen years house membership. Girls are further organised into tutor groups and their welfare is monitored by both their Tutor teacher and their Head of House.

The success of the pastoral care program is that at its core, the School provides a range of opportunities, through the formal and informal curriculum, for teachers and non-teaching members of the school community to develop meaningful and authentic relationships with parents and students at the school. Open and constant channels of communication ensure that student welfare is of the highest priority.

Boarding at Glennie is an integral part of the fabric of the School. Professional staff create a boarding environment that offers a balance between a 'home away from home' and a structured environment with rules and routines.

The School takes a very strong stand against any kinds of bullying – cyber bullying or bullying person to person. Monitoring student use of the internet is an important means of managing appropriate use.



The boarders accessed a considerable amount of academic tutoring, free of charge, during term time and continued to perform well. The Glennie Catering staff offered a varied and extensive menu and accommodated a variety of dietary needs. Theme dinners were lively, entertaining evenings well supported by the Catering Staff.

The Boarder Enrichment Program offered craft, swimming on Sundays, chess lessons, line dancing and the Citywomen group, Bella Chicks.

Parent information packs including a letter from the Head of Boarding were compiled twice per term by Boarding Administration Assistant, Chris Putland with two thirds being delivered electronically.

Dowson House Boarders enjoy the new Heather Smith Wing that is proving to be an asset to boarding.

Strategies to Respond to Bullying

At Glennie, the quality and effectiveness of the educational opportunities and environment being offered are our number one priority. The students are our primary focus as we strive for excellence on their behalf. In order to achieve this aim, an environment is created where:

- students feel comfortable and unthreatened
- there is a sense of care and compassion for one another
- mutual support, trust and respect are fostered and expected
- expectations for each individual are personalised
- the level of involvement is high
- co-operative interpersonal relationships are fostered
- pride in self and school are developed and encouraged
- learning is maximised

Underpinning this environment is a Pastoral Care structure which, combined with clearly defined policies and processes, safeguards the rights of students with respect to bullying and harassment. All members of the school community are aware that bullying and harassment are unacceptable forms of behaviour that have no place in or outside the school.

The two key policies that regulate student behaviour with respect to bullying and harassment are the *Student Anti-Bullying & Harassment Policy* and the *Student Code of Conduct Policy*. In the area of cyberbullying, support of these policies is managed via the School's Lanschool software. Monitoring of student internet use occurs during the school day and, for boarders, after school as well. Students sign an *Appropriate Use of the Internet* agreement annually and breaches of the agreement as well as the *ICT and Cybersafety Policy* are followed up through the school's *Behaviour Management Plan*.

Pastoral care groups continue to be organised around student ages so as to reduce bullying and model positive behaviour. In the Junior and Middle Years (K to 9), class and tutor groups are arranged according to age and year level. In the Senior Years (Years 10 to 12) tutor groups are organised vertically and combine girls from each of these year levels into one group. In all types of groupings, Senior students are required to be positive role models, demonstrating appropriate behaviour and leadership to younger girls.

The School continues to implement the Personal Safety Survey, which is an annual audit of bullying and harassing behaviours experienced by students in Years 5 to 12. In 2015 this survey took the form of our participation in the University of Queensland research study, *Breaking Down Bullying*. The two-year survey (2014 - 2015) will allow the School to accurately measure, monitor and evaluate the impact of anti-bullying interventions.

Policies

The School has the following policies, procedures and guidelines in place which, together, act to protect children from bullying and harassment:

- Student Anti-Bullying & Harassment Policy
- Student Code of Conduct Policy *
- Student Disability Policy
- ICT and Cybersafety Policy
- Mobile Phone Policy
- Child Protection Policy (Procedures Manual for the Protection from Harm of Students in Anglican Schools)*
- Child Protection Supplement *
- Risk Management Strategy for Student Protection *
- Staff Code of Professional Practice
- Duty of Care Guide - A Practical Guide for Teaching and Non-Teaching Staff *
- Community Code of Conduct
- Grievance Policy

* Updated in 2015 to reflect changing needs and legislation.

Enquiries regarding The Glennie School's policies should be directed to the Head of Senior Years.

Parental Involvement: Must involve strategies for parental involvement. These might include the presence of a P & F Association, board representation, parent committees (such as for strategic planning), reading programs, volunteer programs.



Parent Involvement

The Glennie Foundation

The Glennie School Foundation Limited continued in the spirit of Benjamin Glennie, who, through his philanthropic endeavours, donated almost £2,000 towards the establishment of The Glennie School.

Through support from parents, families and friends, the Foundation has financially assisted The School with the construction of the new Junior Years campus, provision of scholarships for performing arts and bursaries for families facing financial or rural hardships.

Events held in 2015

- Ben's Pop-Up Picnic
- Annual Giving campaign
- Golf Day

Contributions

Scholarships: _____ \$106,605
 Science Centre _____ \$50,000

Parents and Friends' Association

The Glennie P & F is committed to providing funding and support to our girls, the School and the Glennie Community. The majority of funding comes from the Glennie One Stop Shop (GOSS) trading surplus which is used by the P & F to fund projects in The School.

In 2015 we raised over \$48,000 from the Glennie Fair and \$20,000 was raised for the Science Centre from the Science Ball

Events held in 2015

- Welcome Drinks
- The Glennie Fair
- Science Ball

Contributions

Donation to the 5 sub committees _____ \$4,500
 Scholarships _____ \$21,000
 Speech Day Prizes _____ \$2,300
 Readers Cup _____ \$120
 Defensive driving _____ \$2,000
 Library Pledge _____ \$10,000
 Science Centre Pledge (P & F Lab) _____ \$50,000
 Donation to the PAC steps _____ \$1,800
 Pledge to assist with new Glennie mascot _____ \$3,300
Total P & F pledges to the School Community for 2015 _____ \$95,020

P & F Sub-Committees

GOSS : Glennie One Stop Shop _____ \$60,000
 PASA: Performing Arts Supporters Association _____ \$17,000
 GFISG: Glennie French Immersion Supporters Group _____ \$9,000
 GEST: Glennie Equestrian Supporters Team _____ \$2,500
 GSS: Glennie Sports Supporters _____ \$12,000

Glennie Old Girls' Association

The Glennie Old Girls' Association (GOGA) made financial contributions to help the Glennie School to grow with a pledge to the Glennie Foundation Limited *Transforming Lives Campaign* for a Science Laboratory in the new Science Centre and an element on the Periodic Table Honour Board.

Due to generous donations received from Old Girls, GOGA members and fundraising efforts, the McSporran Scholarship was re-introduced, taking our number of annual scholarships to six.

Conservation and recording of the Glennie Archives and Historical Collection continued thanks to the dedication of Glennie Archivist, Mrs Jenny Black. At our Annual Reunion in August, Old Girls enjoyed the photo and memorabilia items on display in the Dining Hall. Mrs Black took the time to have photos and items from the "Year of 5s" on display. Many thanks to all Old Girls and their families who continue to donate items to our collection.

GOGA not only contributes to "Glennie" the school. GOGA keeps in touch with Old Girls through Social Media and the *Notes and News* newsletter. GOGA informs members about Glennie Old Girl (GOG) achievements and Association activities. GOGA also promotes GOGA and Glennie community events. A big thank you to the Development Office that helps us to compile and distribute each edition of *Notes and News*.

The GOGA committee is formed from a group of volunteers, their efforts and contribution to the Association is invaluable.



Annual GOGA Events

Glennie Fair
 Card Parties
 Brisbane Luncheon
 Sunshine Coast Luncheon
 Reunion Weekend for all Glennie Old Girls
 Mocktails
 Merchandise stall at both the Junior and Senior Grandparents' Day

Contributions

Scholarships: _____ \$21,942
 Science Laboratory (Transforming Lives Campaign) ____ \$50,000
 Periodic Table element, Gold
 (Transforming Lives Campaign) _____ \$5,000

Parent Representative Groups

Years 7 to 12 Parent Focus Group

This group comprised parents of girls in Years 7 to 12. (Parents are asked for a two year commitment.) At the beginning of the year, the Head of School invited expressions of interest to fill vacant positions. The Head of School conducted a discussion in an informal setting once per term, usually at the end of the term. The discussion covered a range of school-related matters. Members of this group were welcome to offer topics for discussion, to the Head of School for group consideration as appropriate.

Years K to 6 Parent Representative Committee

This committee is comprised of parents from each year group. The committee met with The Head and Deputy Head of Junior Years each term to discuss events and fundraising. These representatives provided liaison between The School and Junior Years parents. They kept The School advised of issues when they arose.

Boarder Parent Forums

Forums were held in the Glennie Board Room at the beginning of Terms 2, 3 and 4. These meetings provided positive opportunities for parents to raise issues. Senior Residents were available to give advice or receive feedback and suggestions.

Parent Information Events

Junior Years conducted a Parent Information Evening early in Term 1. Additional parent information mornings were held for Kindergarten. Orientation Day was conducted before the first day of Term 1 for all new students from Prep to Year 6. .

Parents with girls in Middle and Senior Years were invited to attend an Information evening at the beginning of Term 1. Orientation Day was held before the first day of Term 1 for all new students. Senior Years girls and their parents attended information evenings on subject choices and the QCS assessment process. A boarder information afternoon was held in October for all girls entering boarding in 2016. Introduction Day, for all girls, day and boarding, entering Glennie in 2016, was held the following day.

Other information events for parents held throughout the year included the University Showcase, the Schoolies Showcase, and the French Immersion Information Evening. Parents of girls who were accepted for scholarship testing attended a school tour and information session on the day of their daughter's testing.

Open Days

Junior Years opened their doors to parents considering a Glennie education for their daughters. Open Days showcased the Junior Years facilities and gave prospective parents an opportunity to speak to the staff.

The Middle Years Information Day was held for girls entering middle school. Parents attended with their daughters to see what the Middle Years at Glennie is like.

Residential

Spring into Glennie was held for the first time in 2015. Pitched at rural families considering their boarding options, mothers and their daughters spent four days together in Dowson House to experience boarding at Glennie.

The residential offered a mixture of workshop options and excursions. Participants left with a clearer view of what boarding is like. Mothers felt more prepared for the time when their daughter is required to leave the family home to attend school.

There was also an opportunity for local teenage girls to attend the day-time workshops.

Parent/Teacher Interviews

Parent/Teacher Interviews were held to coincide with the delivery of the girls' school reports. Two sessions were held at the beginning of Term 2, based on Interim Reports and another session in Term 3 based on Semester 1 reports. In the Middle Years, an additional session was held halfway through Semester 2. Parents booked online a time to speak with teachers to discuss their daughter's progress.





Parent Surveys

Parents were asked to complete a survey to provide a snapshot of how the School meets the needs and expectations of Glennie parents. These results were analysed and steps taken to improve the School's performance where necessary. (Results of the survey are published on Page 17.)

Contacting Staff

Parents were encouraged to contact the School with any questions or problems. All teachers have a school email address by which they can be contacted. Parents in Junior Years can contact their daughter's class teacher, the Deputy Head, or Head of Junior Years. Parents of girls in Middle and Senior Years can contact their daughter's teachers, Head of House, the Deputy Head of Middle or Senior Years, or the Head of Middle or Senior Years. Appointments can be made to meet with the Head of School.

Volunteers

Glennie welcomed all volunteers and there were many ways in which parents became involved in School activities. The P & F and its sub-committees all work on a voluntary basis and are key to the success of events such as The Glennie Fair. A group of Junior Years parents volunteered their time to operate the Junior Years Tuckshop each Monday and catered for various sporting events. Parents with an interest in sport were encouraged to help by coaching a Club G team or assisting at carnivals and competitions. Junior Years parents volunteered their time to help with classroom activities such as reading and spelling, helping in the Art room and taking part in camps and excursions.

Committees

Parents are encouraged to join the Parents and Friends' Association or one of its sub-committees. In these various committees, parents raise funds and support their daughters co and extra-curricular pursuits. The committees are intended to be an opportunity for parents to make friends, have fun and become an active member of the Glennie community.

Social Events

Parents were encouraged to attend the many social activities in the School's calendar. Many of these events were for families, some were for parents only.

Events held throughout the year included the Boarders' Australia Day Dinner, Welcome Drinks, Glennie Fair, Golf Day, Glennie Science Ball, House Drinks for Middle and Senior Years parents and Welcome Back Cuppa for Junior Years parents held at the beginning of each term. The Junior Years celebrated Mother's Day and Father's Day. Grandparents' Days were held in both campuses.

Parents attended the many sporting events, concerts and performances held throughout the year. Awards nights and Speech Day were special events that celebrated the achievements of the girls.

The P & F and its sub-committees held a number of social events which built friendships in an informal setting. The Glennie Foundation Limited also held social events. The Hospitality students held regular lunch-time cafés and dine-in restaurant functions to which parents were welcome.

Finance report

2015 was a big year in the facilities development of The School

The Science Centre commenced construction in April with the building to be ready for use at the start of 2016. In looking at the various stages of the building, it was a very large undertaking for our school. Excavations started on 13 April. The basement slab was finished on 2 June. The ground floor slab was finished on 10 July. The first floor slab was finished on 12 August and the roof was finished on 30 October. Internal finishings and fittings then proceeded for the rest of the year.

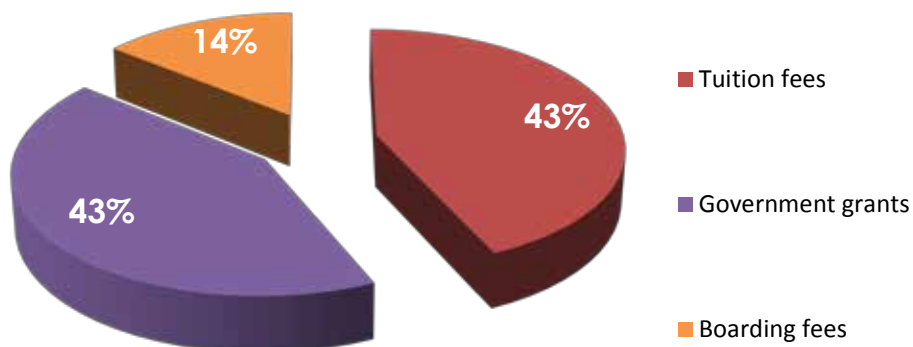
One aspect of the project was to have a special production of the 'headland' coloured roof material which is no longer available to the public. As a consequence, the decision was made to replace the old roof on Manning Theatre. This involved the installation of scaffolding around the entire building. This scaffolding provided the ideal opportunity to refurbish the entire external of the building which was undertaken by Glennie's maintenance team.

As a consequence of the move of the Science department, the Visual Arts department was moved into the old Science labs following a modification and refurbishment to those rooms. Other rooms vacated during the process were made available as general learning and meeting areas.

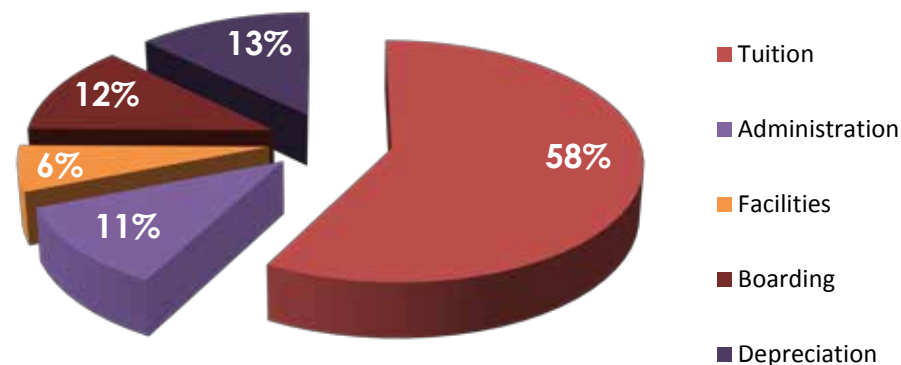
This project was generously supported by members of the Glennie community through donation of science elements on the Periodic Table and sponsorship of individual labs. In addition, the School received funding support of \$365,000 each from the State and Commonwealth governments.

Whilst the School has completed a significant project, further work continues on future projects to further the enhancement of Glennie. Development planning processes are continuing on the Hill Street property and this land should be available for educational use in the near future. The School has also secured part of the funding for the Indoor Sports Centre with \$1,175,000 offered from the State Government.

SPLIT OF MAJOR INCOME SOURCES



SPLIT OF MAJOR EXPENSE TYPES



2015 Parent Survey Results

Each year parents are asked to complete a survey to provide a snapshot of how the School meets the needs and expectations of Glennie parents.

Students are surveyed annually.

Staff are surveyed every second year.

The results of these surveys are analysed and steps are taken to improve our performance where necessary.

Results of the surveys are available upon request.

All She Can Be®—are we achieving this?

1	Average Response: Very well or Quite Well	98%
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Student Welfare

Question	Response: Very Happy or Mostly Happy
2 How happy is your daughter in the day school?	98%
3 How happy is your daughter in boarding?	100%

Average Response: Very Happy or Mostly Happy	99%
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Curriculum

Question	Response: Very Well or Quite Well
4 Strong academic grounding, how well do we provide?	100%
5 Good range of subjects, how well do we provide?	100%
6 Notebook computers, how well do we implement the program?	98%
7 Library and information resources, how well do we provide?	100%
8 Sport, how well do we provide?	100%
9 Performing Arts, how well do we cater?	98%
10 Spiritual needs, how well do we cater?	98%

Average Response: Very Well or Quite Well	99%
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Pastoral Care and Management

Question	Response: Always or Mostly
11 Does the School communicate adequately with parents?	98%
12 Do Glennie staff have a genuine interest in your daughter?	100%
13 Do staff and ethos promote growth and development?	98%
14 Are there sufficient opportunities for leadership and service?	98%
15 Is the Head of School effective?	100%
16 Is the Senior Management team effective?	100%
17 Does the P & F provide effective support?	100%

Average Response: Always or Mostly	99%
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Total Average Results	98.75%
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Staff

Staffing Information

Full-time Teaching Staff	44
Part-time Teaching Staff	19
Full-time non-teaching staff	34
Part-time non-teaching staff	85
Total staff	182
Staff who identify as Indigenous	0%

Permanent Staff Retention

Total Teaching Staff – Current & Leaving	97
Total Teaching Staff – retained	84
Teaching Staff who left (during 2015)	13
Staff who left as % of Total Teaching Staff	13%
Average Teaching Staff Retention	87%

Teaching Staff Information

Average Staff Attendance Rate	98%
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Teaching Staff Qualifications*

Doctorate or higher	0%
Masters	13%
Bachelor Degree	80%
Diploma	7%
Certificate	0%

*Only the highest qualification has been included

Staff Professional Development (PD)

Total (Permanent) Teachers	84
Middle and Senior Years Teachers	\$40,130
Junior Years Teachers	\$38,132
Total PD for Teachers	\$78,262
Average amount per Teacher	\$931

STAFF PROFESSIONAL LEARNING

Professional development played a fundamental role in keeping our teachers dynamic and conversant with current curriculum practices. It also enabled staff to meet their reporting obligations as a result of changes to legislation and Diocesan policy.

In 2015 key priorities in the area of professional development for teachers were literacy and numeracy, assessment and reporting, customer service, and child protection. Significant importance was also given to teacher learning and competence in the area of information and communication technology.

All teachers participated in professional development related to Anglicanism, flipped classrooms, peer coaching, the Nationally Consistent Collection of Data, the Art and Science of Teaching, and changes to child protection legislation and policy.

Individually, teachers participated in a wide range of learning opportunities around vocational education, algebraic thinking, leading and managing change, and mental health and wellbeing.

Proportion of teaching staff retained from the previous year:

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

Expenditure on and teacher participation in professional development:

Types of training

Assessment and reporting practices
 Australian Curriculum
 Careers information
 Child Protection
 Communication
 Cultural awareness
 Curriculum development
 Cybersafety
 Equipment training
 First Aid
 Indigenous support
 Information Technology
 Leadership
 Lifesaving and CPR
 LOTE
 NAPLAN
 Pastoral care
 Peer coaching
 Policy Updates
 QASA
 QCAA
 Religious and Christian studies
 School Policy updates
 Software Training
 Specialist curriculum skills
 Teaching children with special needs
 Teaching literacy and numeracy
 Values education
 VET
 Working with young people
 Workplace Health and Safety

Students

Total Students K–12	823
Indigenous students	1.8%

Average student attendance rate for each year level: This calculation is to be completed and reported for each year level at the school.

STUDENT ATTENDANCE

Junior Years	(Prep–Year 6)
No of school days	171
No of students in Junior Years	286
Total student days	48,906
Average percentage absent	4%
Prep	5%
Year 1	3%
Year 2	3%
Year 3	3%
Year 4	2%
Year 5	2%
Year 6	4%

Middle/Senior Years	(Year 7–Year 12)
No of school days	171
No of students in Middle and Senior Years	537
Total student days	91,827
Average percentage absent	5%
Year 7	4%
Year 8	5%
Year 9	5%
Year 10	5%
Year 11	4%
Year 12	8%

Apparent retention rate: The school's apparent retention rate must be published. The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

*These percentages are total numbers reflecting the percentage of enrolled students who, on any school day, are off site. This includes absence due to illness, approved and unapproved absences, and students attending school camps and participating in school excursions.

A description of how non-attendance is managed by the school:

RETENTION RATE

Year 12 retention rate from Year 10 in 2013	100%
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MANAGEMENT OF NON-ATTENDANCE

Attendance is recorded and tracked by Teachers using the school's electronic roll marking system (DayMap). In the Junior Years, electronic rolls are marked twice a day – in the morning and after lunch; in the Middle and Senior Years rolls are marked at the start of every lesson. If a teacher forgets or fails to mark a roll, an automated email is generated by DayMap reminding them to do so. The management system stores and archives all attendance information for the duration of the student's enrolment.

Parents, the Health Centre and the Boarding Houses are required to contact the school regarding absences. This information is recorded in DayMap and made available to all staff. Students who are absent without notification are followed up with a phone call or an email by administration staff. As a courtesy, the Deputy Head of Junior Years or the student's Head of House (Middle & Senior Years) will phone parents if a student has been away for more than three days.

Class Teachers, Tutor Teachers, the Deputy Head of Junior Years and the Heads of House all monitor absentee rates.

Students in Years 10 to 12 who miss assessment due to absence are required to present a medical certificate to the Deputy Head of Senior Years.

Issues to do with absenteeism that impact on academic learning are managed by the Deputy Heads of Junior, Middle and Senior Years. Absentee issues that are of a social or emotional nature are managed by the Deputy Head of Junior Years and the Heads of House.

At Glennie, our rich literacy and numeracy programs, aligned to the Australian Curriculum, consider students' needs and interests, and are informed by a diverse range of assessment. These programs, within all classes, form a strong educational foundation.

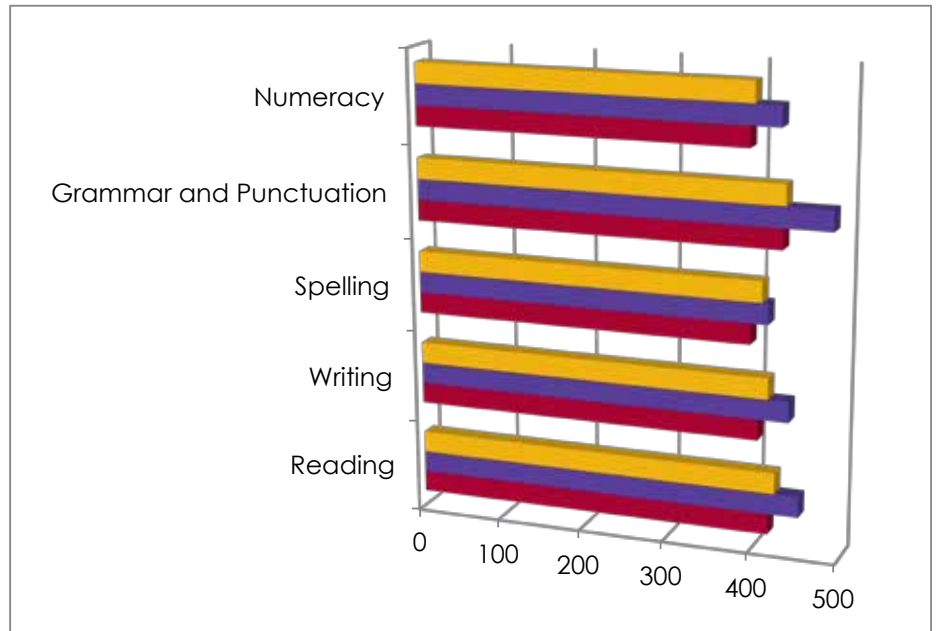
Annually, our Years 3, 5, 7 and 9 girls are involved in the NAPLAN testing program.

Part of the preparation before NAPLAN testing, involves students being reminded of the grammar of test items. This seeks to ensure that they are conversant with the style and nature of the types of questions they will be answering.

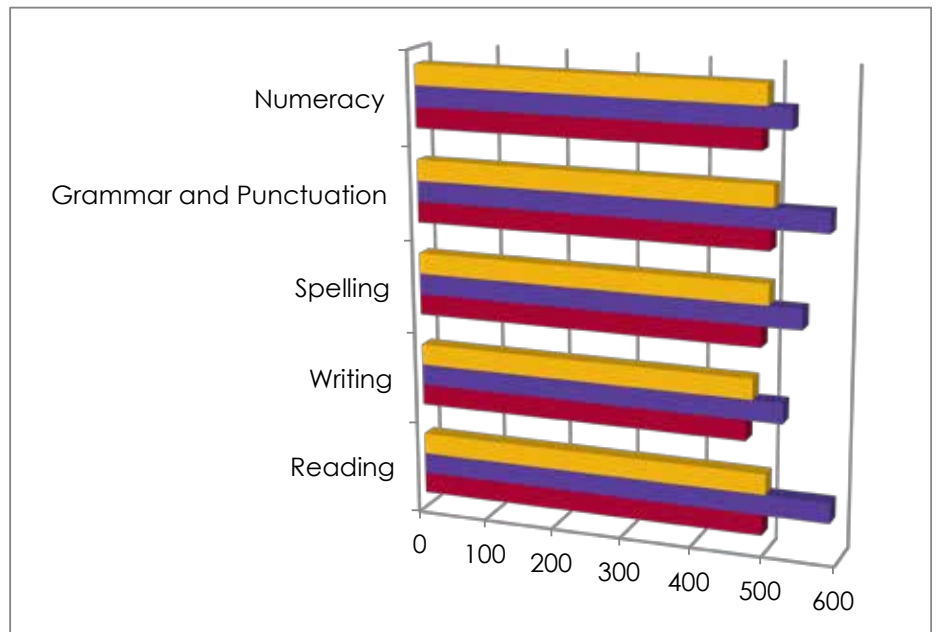
NAPLAN provides a student report approximately four months after the assessments. This report provides information about each student's performance in relation to other students in the same year group, and against the national average and the national minimum standards.

The School identifies general strengths and weaknesses from the NAPLAN results using a variety of analysis tools. This information is valuable in identifying areas within the curriculum that are progressing well, and also areas that may need attention and improvement. This regular analysis of results, in which all staff engage, ensures that consistent literacy and numeracy approaches are enacted. This encourages consistent building of conceptual development throughout the school.

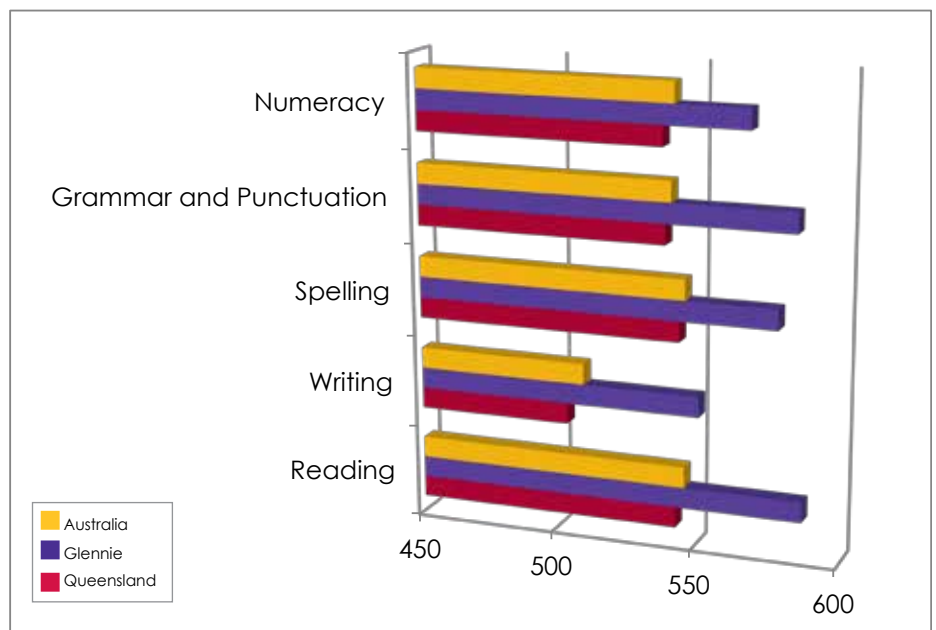
YEAR 3 NAPLAN RESULTS



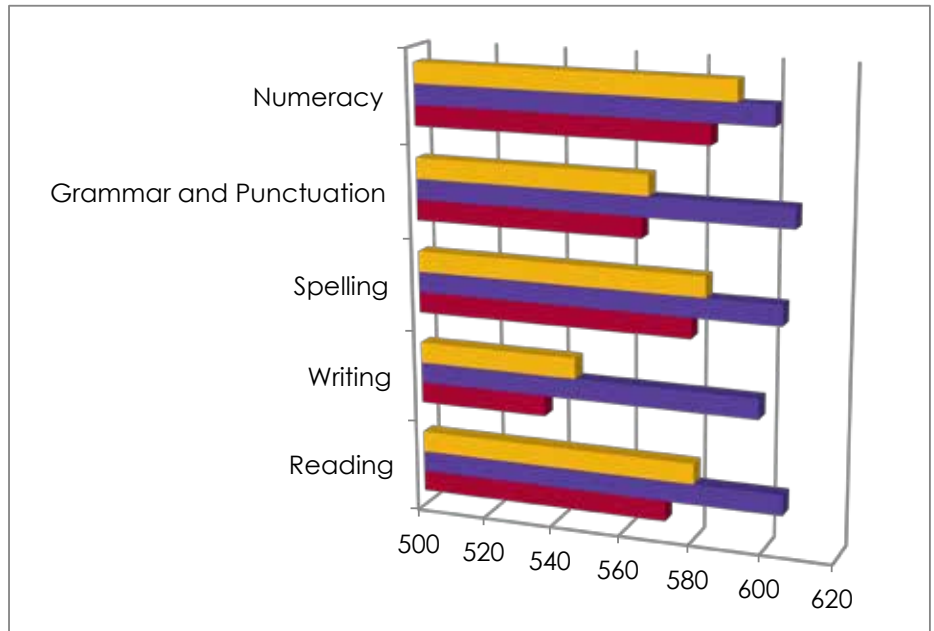
YEAR 5 NAPLAN RESULTS



YEAR 7 NAPLAN RESULTS



YEAR 9 NAPLAN RESULTS



NAPLAN AVERAGE SCORES

Reading

Year	School	National	Min+*
3	453	426	100
5	587	499	100
7	587	546	100
9	605	580	100

Writing

Year	School	National	Min+*
3	440	416	100
5	520	478	100
7	551	511	100
9	598	547	100

Spelling

Year	School	National	Min+*
3	415	409	100
5	544	498	100
7	578	547	100
9	604	583	100

Grammar and Punctuation

Year	School	National	Min+*
3	486	433	100
5	578	503	100
7	584	541	100
9	607	568	100

Numeracy

Year	School	National	Min+*
3	427	398	100
5	525	493	100
7	568	543	100
9	601	592	100

*% Glennie girls at or above national minimum standard
School and national = mean results

Of the students who receive an OP, not all will register with QTAC and apply for tertiary education.

The percentage of QTAC applicants receiving a tertiary offer* in the 'Year 12 Outcomes' table is more relevant to the 'Year 12 Student Tertiary Offers' table below.

YEAR 12 OUTCOMES

Number of students who were awarded . . .

Senior Statement	91
Queensland Certificate of Individual Achievement	0
Queensland Certificate of Education	90
International Baccalaureate Diploma (IBD)	0
One or more Vocational Education and Training (VET) qualifications	85
Completing or completed a School-based apprenticeship or traineeship (SAT)	12
Overall Position (OP)	81

By Percentage

OP/IBD students who received an OP1-15 or IBD	85.2%
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Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98.9%
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*Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	97.3%
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QCS grade	A	B	C	D	E
Glennie OP eligible students (%)	18.2	33.8	32.5	15.6	0
State average – females (%)	13.3	28.5	37.8	20.2	0.1

OVERALL POSITIONS

	1	1 – 5	1 – 10	1 – 15
Glennie (%)	3.7	25.9	54.3	85.2
State average (%)	2.4	21.1	53.6	81.5

*YEAR 12 STUDENT TERTIARY OFFERS

Source: Queensland Tertiary Admissions Centre (QTAC)]

Institute	Offers
Australian Catholic University	5
Central Queensland University	3
Griffith University	2
James Cook University	2
Queensland University of Technology	8
Southern Cross University	1
University of New England	5
University of Queensland	24
University of Southern Queensland	13
University of the Sunshine Coast	6
Total Offers – Universities	69
TAFE Queensland	3
Total offers	72

Post-school destination information from the current Next Steps survey as follows:

Background information on how the Next Steps survey was conducted:

School response rate to the survey

Definitions of main destinations

Summary of findings in relation to main destinations of students

NEXT STEP SURVEY

SOURCE OF INFORMATION

The Office of the Government Statistician conducted the survey between March and June 2015, targeting all students who completed Year 12 and gained a Senior Statement in 2014. Responses were predominantly collected via computer-assisted telephone interviewing.

Further information on the Next Step survey is available at www.education.qld.gov.au/nextstep.

GLENNIE'S RESPONSE RATE

Total Year 12 Students in 2014	86
Number of responses	70
Percentage of responses	81.4%

SUMMARY OF FINDINGS

Destination	Number	%
University (degree)	28	40.0
VET Cert IV+*	7	10.0
VET Cert III	5	7.1
VET Cert I-II/other *	1	1.4
Apprentice *	0	0
Trainee *	2	2.9
Total VET	15	21.4
Working FT	12	17.1
Working PT	9	12.9
Total Work	21	30.0
Seeking work	6	8.6
Not studying or working	0	0
TOTAL	70	100

* Included in Total VET

DEFINITIONS

All respondents were categorised into their main destination, be it study or work. Students (in university or VET) were assigned to the study categories regardless of their labour force status.

University (degree)* Studying at degree level

VET Cert IV+* Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees)

VET Cert III * Studying Certificate III (excluding apprentices and trainees)

VET Cert I-II/other* Studying Certificate I or II (excluding apprentices and trainees). This category also includes students in an "unspecified" VET course, or in other basic courses (eg: Year 12, bridging course, etc.) and with an unknown course level

Apprentice Working and in employment-based apprenticeship

Trainee Working and in employment-based traineeship

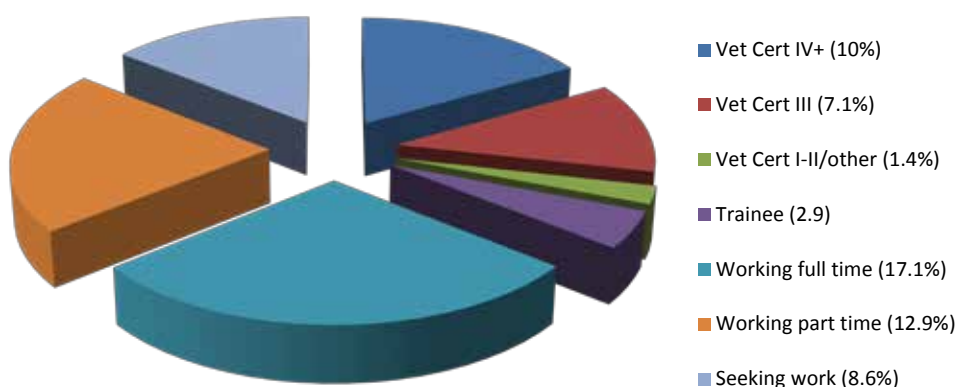
Working full-time Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more

Working part-time Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination

Seeking work Looking for work and not in a study or training destination

Not studying or working Not in study or training, not working and not looking for work

*Some respondents are also in the labour market



Glossary

GEST	Glennie Equestrian Supporters Team
GFISG	Glennie French Immersion Supporters Group
GOGA	Glennie Old Girls Association
GOSS	Glennie One Stop Shop
GSS	Glennie Sports Supporters
ISQ	Independent Schools Queensland
KSG	Kindergarten Supporters Group
LOTE	Languages Other Than English
NAPLAN	National Assessment Program Literacy and Numeracy
OP	Overall Position
PASA	Performing Arts Supporters Association
QCAA	Queensland Curriculum Assessment Authority
QCE	Queensland Certificate of Education
QCS	Queensland Core Skills
QTAC	Queensland Tertiary Admissions Centre
QSA	Queensland Studies Authority (now QCAA)
TIP	The Interyears Program
VET	Vocational Education Training



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