

# Greenbank State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	12-54 Goodna Road Greenbank 4124
Phone	(07) 3380 3222
Fax	(07) 3380 3200
Email	principal@greenbankss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Christine Quinn

## Principal's foreword

### Introduction

In 2014, staff, students and parents at Greenbank State School continued to work together to develop quality teaching and learning programs designed to realise our school vision of Creating a World of Difference – The Greenbank Way. The school's Improvement Agenda, supported by the Great Results Guarantee funding, provided the driving force for innovation and change within teachers' pedagogical practice with a focus on maximising student achievement while also ensuring learning remained connected to real life contexts.

### School progress towards its goals in 2014

With a continued emphasis on maximising student achievement and developing staff capacity, a renewed whole school approach to the explicit teaching of Reading was a focus in 2014. The school's revised Reading Policy was implemented and teachers were provided with professional development to promote a common and consistent approach to the teaching of Reading using targets, benchmarks and effect size to measure progress. Additional Support Teachers: Literacy and Numeracy were employed to further develop teachers' pedagogical practice in reading. Additional teacher aides were also employed to work with targeted groups of students to improve reading behaviours. Individual student performance was tracked using reading behaviours and the PAT-R test was used to assess comprehension. Students were encouraged to take ownership and responsibility for their learning and to be able to articulate their personal learning goals using WALT (What Am I Learning) and WILF (What I am Looking For).

Students in Years Four and Six working within the Upper Two Bands of NAPLAN were targeted to participate in Project 600, a regionally funded online program designed to improve students' results in Literacy and Numeracy. A Deputy Principal managed this at a school level, according to Departmental priorities.

In line with the school's Improvement Agenda for 2014, and a commitment to ongoing professional development, staff participated in a focussed coaching and mentoring program with a view to maximising student achievement, particularly in Reading. The existing Coaching and Feedback policy was reviewed and implemented with an emphasis on ongoing professional renewal and improvement through staff participation in formal and informal feedback processes. Effective and timely feedback to students was also prioritised with teachers providing information targeted towards each student's instructional level, enabling an effective feedback cycle to occur.

The Developing Performance Framework was used to guide the formation of Performance Plans for teachers with regard to the teaching of Reading. Teachers worked with their Line Managers to determine focus areas for improvement. They then met to jointly develop goals which were outlined in their Performance Plans. These were monitored and reviewed during the year.

In 2014, pedagogical practice continued to be improved with teachers using the idea of the Connected Greenbank Kid as an integration tool to deliver the curriculum in a more engaging and meaningful way, providing students with real life contexts in which to apply the knowledge, skills and values learned in the classroom. Integrated units of work, aligned with the Australian Curriculum, were developed and implemented with a focus on real life learning, encouraging students to make connections between the personal, social and natural worlds.

## Future outlook

Maximising student achievement through the use of school data and improvement of pedagogical practice will continue to be a focus at Greenbank State School. In line with the 2015 Improvement Agenda, and supported by Great Results Guarantee funding, staff will reflect on current Literacy and Numeracy teaching practice and develop common and consistent approaches to the teaching of Writing and Numeracy, using targets, benchmarks and effect size.

Differentiating the curriculum to cater for individual student's needs and learning styles will continue to be explored with a specific focus on pedagogical practice designed to engage boys more meaningfully in education and to support identified Gifted and Talented students. Professional development, specialist support staff and formal and informal data will all be used to improve teaching practice and maximise outcomes for students.

The use of the Connected Greenbank Kid as a pedagogical tool will be expanded and shared with the school community. Teachers will engage in professional learning around the concept and use it to integrate real life learning experiences with the requirements of the Australian Curriculum.

Providing ongoing professional development through the school's coaching and mentoring model will continue to be a priority. Professional Learning Teams will continue to be used to analyse school and student data and to provide collegial support to improve student outcomes.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1100	525	575	95%
2013	1117	523	594	94%
2014	1106	500	606	95%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

In 2014, Greenbank State School provided education from Prep to Year Seven to an enrolment of over 1100 students. The school had 45 students (4%) who identified as being Aboriginal and Torres Strait Islander background and 66 (6%) identified as having a Language Other Than English.

The Index of Community Socio-Educational Advantage (ICSEA) school value remained constant in 2014 at 1008, just above the national average. 24% of the school community are identified as being in the bottom quarter and 14% in the top quarter.

Due to the rural/urban location of the school, on the fringes of Logan City, up to 40% of students travel to and from school via bus and nearly 60% travel by car, with only a few students walking or riding to school.

The attendance rate in 2014 was 93.4%.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	24	25	25

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	14	29	12
Long Suspensions - 6 to 20 days	1	3	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

### Curriculum offerings

#### Our distinctive curriculum offerings

- In 2014, Greenbank State School implemented a Pedagogical Framework with an environmental education focus, using *The Connected Greenbank Kid* as a pedagogical tool based on 'The Mantle of the Expert' or blanket role, as a means of engaging students in inquiry based learning through drama. All students participated in integrated curriculum units, connected to real life experiences, thinking deeply about how they are connected to self, others and place. Students participated in a range of environmental education activities including recycling programs, composting and worm farming.
- Students in every year level were provided with opportunities to participate in excursions through Pullenvale Environmental Education Centre which complemented and enhanced the school's environmental education focus, aligned with the Australian Curriculum.
- All students participated in Literacy and Numeracy programs, cooperatively planned by teachers within year levels. Concentrated Literacy and Numeracy blocks were maintained with an emphasis on analysing student achievement data to inform planned teaching and learning experiences. Teachers were supported by Support Teachers: Literacy and Numeracy who worked alongside them to maximise student achievement and improve pedagogical practice.
- Curriculum programs were complemented by instruction from the Teacher Librarian and the ICT (Information Communication Technology) Coordinator.
- Outside organisations were accessed to enhance the educational outcomes for students. These included the following: Pet Pep, Raw Art, Evergreen Theatre, Life Education Van, Butterfly People, StarLabShow, Ngutana-Lui Aboriginal and Torres Strait Islander Cultural Studies Centre, Living History, Firefighter visit, and a visit from Bruce and Denise Morcombe.
- The school operated a Special Education Program (The Nest), which offered both in and out of class support to students with disabilities. Students were involved in a range of programs designed to meet their individual needs. Special Education staff worked with classroom teachers to make curriculum adjustments for students as necessary. The Nest also provided a safe, supportive environment for students before school and at lunch breaks with a range of activities being offered through supervised play. Students participated in an online cooking lesson with Jamie Oliver for Food Revolution Day.

- Year Five, Six and Seven students were offered the opportunity to attend year level camps which provided students with the opportunity to develop social interaction skills through high levels of physical challenge and teamwork.
- Gifted and Talented students were given the opportunity to showcase their skills and talent by participating in cluster days of excellence for Literacy and the Environment.
- Students were encouraged to develop and maintain an active and healthy lifestyle through the school's Physical Education program which was taught by the specialist Physical Education teachers. Students had the opportunity to:
  - participate in the following PE units; motor program, ball skills/minor ball games, gymnastics, athletics, swimming/lifesaving/water polo, Newcombe Ball, badminton and orienteering.
  - compete in intra class/school competitions; Year Five sport, Newcombe Ball tournament, water polo tournament and badminton tournament.
  - play in a range of inter-school sports: touch football, rugby league, soccer, netball, volleyball, basketball, softball and AFL. All Year Six and Seven students were offered the opportunity to participate in interschool sport with almost maximum participation
  - compete in school Swimming, Athletics and Cross Country carnivals
  - gain selection in various District, Regional and State teams across a range of sports.
  - participate in out of school hours sporting programs to encourage physical activity in our students eg. Auskick.
- Years Five, Six and Seven students were taught Indonesian by a specialist LOTE (Language Other Than English) teacher as part of the school's LOTE program. Year 5 students competed in an Indonesian poster competition and Year Six and Seven students competed in an Indonesian speaking competition.
- Lower school students requiring additional support with Literacy were able to access the computer based program Lexia. A new program, SciLearn was trialled with some students with auditory processing difficulties.
- A whole school licence for Mathletics was purchased, allowing all students access to an online Maths program designed to improve Numeracy skills. Students were also able to access this program from home.

### Extra curricula activities

- Students had the opportunity to join Junior (Year 3 and 4) or Senior (Year 5, 6 and 7) choir. These choirs performed on Parade and at community venues. They also participated in Singfest, a whole day choral workshop with other schools.
- An instrumental music program provided tuition for students in Years Five, Six and Seven with performance opportunities in the Junior and Senior Band. Students participated in the Logan West Instrumental Music Camp, a three day event culminating in a concert for families. Year 6 and 7 band students also participated in Fanfare and both bands performed in Prestige, a Regional Band Competition with the Junior Band winning Gold and the Senior Band winning Silver. All choirs and bands were involved in an end of year Arts Soiree that showcased their talent.
- The school Student Council consisted of elected representatives from each class from Year Six and Year Seven. They were responsible for coordinating free dress days, sausage sizzles and pizza days to fundraise for student determined priorities.
- Students participated in a range of competitions including the Cluster Maths Teams Challenge, Cluster Trivia Quiz, Readers' Cup and the ICAS Competitions (Spelling, English, Mathematics and Science).
- Members of the Chess Club (Year 2-7) participated in interschool tournaments held at Stretton State College.
- Year 3-7 students had the opportunity to establish a school community garden and maintain it through the gardening buddy program. Three (3) teachers participated in the Stephanie Alexander Kitchen Garden Program. The school received a grant from Logan City Council to support this program.
- A lunchtime knitting group was organised to make blankets for the annual Knitting for the Needy Appeal.
- Selected Year Five students were invited to participate in a PCYC program called Team Up, a hands on social skills program aimed to develop leadership capacity through increased communication and life skills.

## How Information and Communication Technologies are used to assist learning

The use of ICT within the teaching and learning environment at Greenbank State School continues to grow and evolve. The staff recognise the importance of digital tools in the delivery of, and interaction with the curriculum for our 21<sup>st</sup> Century learning. In 2014, teachers continued to explore the use of Virtual Classrooms as an extension of the regular classroom. All classrooms from Prep to Year Seven had interactive whiteboards and internet connectivity working within a secure EQ network. The school iPad fleet grew to ensure all junior classes could access a bank of iPads and teachers integrated them into the classroom through the use of digital stories, apps for reading and classroom organisation, and movie making. Everyday learning was enhanced in Year 3-7 with the use of newly purchased classroom student laptops (COWS – Computers On Wheels).

The ICT Coordinator continued to work with Year Three and Four students, teaching them to create, manage, operate, navigate and manage within a safe learning environment. Year Four students participated in a photographic unit and produced creative digital masterpieces for the Arts Soiree. A Lunchtime photography club for girls, 'The Gidgets' allowed students to explore the design elements of photography.

Facebook continued to be an evolving mode of communication between the school and the community. Parents were encouraged to begin using the QSchools app. The Grapevine, as an eNewsletter, became our preferred style to communicate with the parent community.

## Social Climate

Greenbank State School continued to promote the school vision of Creating A World of Difference – the Greenbank Way where there is a shared belief that everyone is a learner and has a unique contribution to make. In our school this creates a focus on unlocking the promise that lies in individuals to make a difference for themselves, others and our world.

Greenbank State School offered pastoral care to students through our chaplaincy service that was jointly funded by the school's Parents and Citizens' Association, Logan West Fraternal (local churches) and the State Government. A chaplain was employed at the school three days each week and in Semester 2, another chaplain was employed for a fourth day. Students were supported through a variety of programs, through teacher and parent initiated referrals for students and through informal contact by chaplains with students.

In 2014, Greenbank State School continued to implement a social skills program that aimed to identify and explicitly teach skills that encompass the core elements of 'The Greenbank Way'. A school wide positive behaviour program 'Greenbank Gotchas' was introduced to reward students demonstrating these social skills and school values. Students received a coloured Gotcha wrist band on parade after reaching a targeted number of tokens.

## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	94%	96%	96%
this is a good school (S2035)	97%	97%	96%
their child likes being at this school* (S2001)	97%	100%	98%
their child feels safe at this school* (S2002)	97%	97%	100%
their child's learning needs are being met at this school* (S2003)	94%	86%	89%
their child is making good progress at this school* (S2004)	94%	90%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	93%	92%
teachers at this school motivate their child to learn* (S2007)	91%	93%	96%
teachers at this school treat students fairly* (S2008)	91%	93%	96%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	95%
this school works with them to support their child's learning* (S2010)	94%	93%	93%
this school takes parents' opinions seriously* (S2011)	87%	90%	88%
student behaviour is well managed at this school* (S2012)	88%	90%	96%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
this school looks for ways to improve* (S2013)	97%	93%	97%
this school is well maintained* (S2014)	100%	100%	99%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	87%	97%	99%
they like being at their school* (S2036)	80%	97%	98%
they feel safe at their school* (S2037)	87%	91%	97%
their teachers motivate them to learn* (S2038)	91%	97%	98%
their teachers expect them to do their best* (S2039)	97%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	95%	97%
teachers treat students fairly at their school* (S2041)	80%	90%	95%
they can talk to their teachers about their concerns* (S2042)	71%	93%	91%
their school takes students' opinions seriously* (S2043)	78%	91%	91%
student behaviour is well managed at their school* (S2044)	79%	79%	91%
their school looks for ways to improve* (S2045)	89%	97%	99%
their school is well maintained* (S2046)	91%	93%	98%
their school gives them opportunities to do interesting things* (S2047)	91%	98%	98%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		87%	93%
they feel that their school is a safe place in which to work (S2070)		89%	96%
they receive useful feedback about their work at their school (S2071)		69%	85%
students are encouraged to do their best at their school (S2072)		96%	97%
students are treated fairly at their school (S2073)		93%	96%
student behaviour is well managed at their school (S2074)		71%	95%
staff are well supported at their school (S2075)		60%	85%
their school takes staff opinions seriously (S2076)		61%	84%
their school looks for ways to improve (S2077)		83%	93%
their school is well maintained (S2078)		96%	97%
their school gives them opportunities to do interesting things (S2079)		80%	89%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Parents are a valued and vital resource to Greenbank State School. They are represented on the School Council where they work with the Principal and teaching staff to develop strategic plans for the school. In 2014, the School Council initiated Literacy Live sessions in an attempt to increase parent involvement within the school. Parents were invited to attend a literacy session in their child's classroom where they were able to view techniques being used to improve children's literacy. Parents were also provided with additional information/activities to take home and use with their child. These sessions were quite well attended.

The Parents and Citizens' Association consisted of interested parents and citizens who oversaw service operations such as the School Tuckshop, Uniform Shop and Out of School Hours Care. An Operations Manager was employed for 25 hours each week to manage the responsibilities associated with these services. Throughout 2014 the P&C continued to contribute significantly to the resourcing of the school as a result of their fundraising efforts.

Parent volunteers continued to assist teachers in a range of practical ways, providing valuable support both inside and outside the classroom. Changing home readers, catering for school events, attending excursions and assisting with class activities are just some of the ways this assistance was given. A Volunteers' Morning Tea was organised by the staff at the end of the year to acknowledge the contribution of parents in our school.

To provide parents with important information, a number of sessions was held for parents both in and out of school hours. All year levels offered parent sessions at the beginning of the school year to inform parents of key policies, procedures and expectations.

Parent attendance at school events (eg .Cross Country, Swimming and Athletics Carnivals, Culminating Activity Showcases/Open Classrooms) was encouraged and well attended. Parents were invited to attend our weekly parades used to showcase student success and talent across a range of areas. Special parades were also held throughout the year eg. Student Leader Badge Presentation, ANZAC Day, Visit from Bruce and Denise Morcombe, End of Year Parade.

The school has a very active School Banking program, coordinated by a group of dedicated parent volunteers who receive and bank the money each week. In 2014, Greenbank State School was acknowledged for being the seventh highest ranking school nationally for student saving.

The school was very fortunate to receive the assistance of parent and community volunteers in 2014 who spent time working to improve the school grounds and gardens. This project was coordinated by a parent with the assistance of his local church parishioners. The teaching and learning environment of our school was greatly advantaged through this partnership.

## Reducing the school's environmental footprint

Due to concerns about unexplained water loss, vigilant monitoring and water saving strategies were made a priority in the school in 2014. This monitoring showed that water was stolen from the school and measures were taken to address this situation.

An increase in electricity consumption within the school can be explained by an increase in the use of the school hall each night and weekend. The reduction of electricity and water usage within the school will continue to remain a priority.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	247,153	3,269
2012-2013	267,394	3,823
2013-2014	292,606	6,965

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.

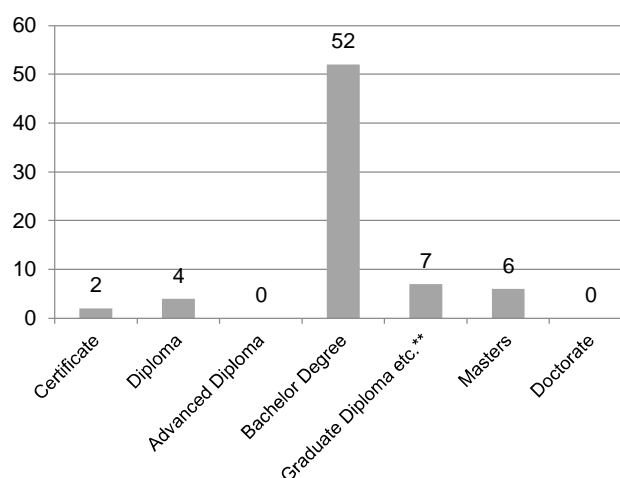


## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	71	38	<5
Full-time equivalents	64	26	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	4
Advanced Diploma	0
Bachelor Degree	52
Graduate Diploma etc.**	7
Masters	6
Doctorate	0
<b>Total</b>	<b>71</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 61 220.52.

\$ 126 697.68 from Great Results Guarantee funding was used to support the development of teachers' pedagogical practice in the classroom.

The major professional development initiatives are as follows:

- The Connected Greenbank Kid – purpose and understanding of blanket roles, use of blanket roles within the classroom.
- The Teaching of Reading – decoding and comprehension review, reading behaviours, effect size
- School Improvement Agenda
- ICT – producing teaching videos
- Mandatory training – Student protection, Curriculum Activity Risk Assessments, Work Place Health and Safety, School Emergency Evacuation Procedures, Asbestos and Fire Training, Code of Conduct and Ethical Decision Making.
- Students with Autism Spectrum Disorder
- Teaching and Learning Beyond the Classroom - delivered at Pullenvale Environmental Education Centre
- Literacy teaching – delivered by Sheena Cameron
- ACER PAT Assessment

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%



## Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 school year.

## School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector

☒ Government
 ☒ Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

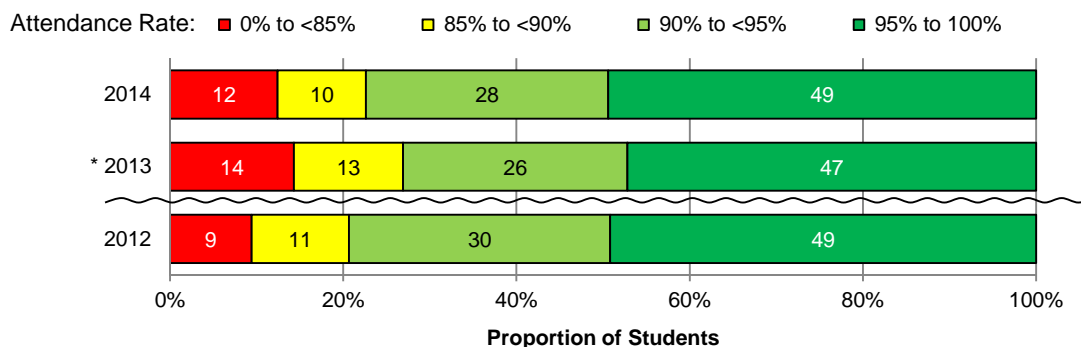
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	94%	93%	94%	92%	94%	93%					
2013	93%	92%	92%	93%	93%	91%	92%					
2014	93%	93%	94%	94%	93%	93%	92%					

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Greenbank State School is committed to promoting 100% attendance of students and in 2014 implemented a school wide system to reward students for outstanding attendance. A certificate was given to students who achieved 95% attendance in a term, and students achieving 100% were presented with a wrist band. An annual reward was given to students who achieved 100% attendance for the school year.

Non-attendance is managed in state schools in line with DET policies SMS-PR 029: Managing Student Absences and SMS-PR-036: Roll marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Using OneSchool, school rolls were marked by 9.15am each morning and in the afternoon at 1.40pm.

Outlined below is the procedure followed in 2014 for student absences.

- Teachers insisted on a written note, personal contact or telephone contact to the office from parents explaining a student's absence.
- A proforma letter was sent home for all unexplained absences. Parents were required to explain the absences on this letter, sign it and return it to the school.

All unexplained absences of 3 days or more were reported to a Deputy Principal by the class teacher. The Deputy Principal then contacted the parents by telephone, followed up by a letter and/or parent meeting if a pattern of non-attendance emerged.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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**

**Search by school name**

**Search by suburb, town or postcode**  
  
Sector ☒ Government  
☒ Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

**Achievement – Closing the Gap**

Greenbank State School is strongly committed to closing the gap between Indigenous and Non-Indigenous students. In 2014, Individual Learning Plans were developed for Indigenous students outlining goals and strategies that were to be used to address individual needs and reviewed during the year. Additional support was provided to these students by Support Teachers: Literacy and Numeracy as part of the whole school intervention plan.

Some significant gains were demonstrated in the NAPLAN results of Indigenous students at Greenbank State School in 2014. Numeracy results in Years 3, 5 and 7 all improved with results of Non-Indigenous and Indigenous students showing a negligible gap. Year 3 and 7 Indigenous students outperformed Non-Indigenous students in writing with significant gains in the Year 5 Reading results also.

The attendance rate of Indigenous students for Semester 1, 2014 was 90.5%, which was an increase from 2013.