

# Greenbank State School

## Queensland State School Reporting

### 2015 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   |

## Principal's foreword

### Introduction

In 2015, 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 Explicit 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 2015

A strong culture of high expectations was maintained at Greenbank State School during 2015. This culture, known as The Greenbank Way, was the cornerstone to school performance and progress. Central to our focus, was maximising student achievement and developing staff capacity across the following key areas:

A renewed whole school approach to the alignment of teaching and learning took place in 2015. The implementation of the school's pedagogical and curriculum frameworks was a priority, utilising a process that encompassed consultation, implementation, review and feedback to maintain the integrity of these frameworks. The Connected Greenbank Kid Pedagogy was a central idea and this priority was enacted and visible in all strategic and school based planning, and was evident on a daily basis in classrooms.

Professional Learning Teams were used as a forum to examine, interpret and action student data to develop teaching programs responsive to the needs of students. They were also used as an environment to foster teacher capacity to work collegially on self reflective practices. In addition to this, teachers engaged with the Developing Performance Process which was used to explicitly inform teacher capacity and capability.

Differentiation of student learning was also a focus in 2015. Teachers devised and delivered programs to differentiate teaching and learning and chose specific strategies to maximise individual student achievement. Throughout this process, teachers were supported through targeted professional development, including mentoring and support from ST:LaNs and the facilitation of Watching Others Work opportunities.

The school's Data Plan was developed, ensuring the relevance to school practices. The Data Plan included recording protocols for diagnostic testing, assessment and reporting, attendance, behaviour management, Indigenous learning outcomes, intervention profiles and Individual Learning Plans (including reading and writing goals). Procedures to ensure consistency and currency of data input were enacted. OneSchool was utilised as a single point of data collection for all school staff.

The 'Greenbank State School – Teaching of Reading Behaviours' document was embedded as a school wide expectation. To support this, year level blocks were timetabled to support the explicit teaching of reading and writing. ST:LaN's and an additional teacher aide were allocated to classes, working in years Three and Five during Semester One, and Years Two and Four during Semester Two. The use of reading goals for each student was a priority focus, in conjunction with the use of diagnostic and formative assessment. Professional development in these areas was provided to staff. Evidence based research was also used to refine the support / intervention model to assist in the implementation of a whole school Literacy approach focused on quality teaching.

A targeted strategy to improving the percentage of students performing in the NAPLAN Upper Two Bands was another strong focus for 2015. Composite classes were utilised to cater for students identified as potentially operating within the Upper Two Bands. Teachers regularly engaged with data and were supported throughout these processes. Diagnostic and Formative assessment tools were embedded within pedagogical practices and processes to inform teaching and drive professional dialogue between teachers and support staff.

The school's Attendance Policy was fully implemented in 2015 which saw a refinement of positive reinforcement strategies to support regular school attendance. Daily attendance continued to be closely monitored and followed up within set time frames. Support, intervention and follow up on unsatisfactory attendance was enacted utilising a range of school resources.

The engagement of Indigenous learners was another focus in 2015. Individual Learning Plans were put in place for indigenous students and the Solid Pathways Program was successfully implemented to support students with their learning. Local indigenous community members were consulted in relevant units of work and these community members provided input, feedback and local context during school NAIDOC week activities.

## Future outlook

Maximising student achievement through the refined use of school data coupled with ongoing improvements in pedagogical practices will continue to be a focus at Greenbank State School. In line with the 2016 Improvement Agenda, and supported by Investing For Success funding, staff will reflect on the three key areas of Literacy, Numeracy and Upper Two Band Reading performance. Within these areas of development the following priorities will lead the focus for 2016:

- The consistent alignment of teaching / learning delivered in classrooms with the Whole School Pedagogical and Curriculum Frameworks.
- The review and refinement of whole school Reading pedagogical practices with 'Investing for Success' providing additional resources. This will assist in embedding sustainable practices now and into the future.
- Enhance a culture focused on individual student achievement with a particular focus on Upper Two Band strategies.
- Develop and implement a school based Numeracy program aligned to the South East Region model.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

|      | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2013 | 1117  | 523   | 594  | 42         | 94%                              |
| 2014 | 1106  | 500   | 606  | 45         | 95%                              |
| 2015 | 1043  | 467   | 576  | 44         | 96%                              |

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

### Characteristics of the student body:

In 2015, Greenbank State School provided education from Prep to Year Six to an enrolment of over 1040 students. The school had 45 students (4.4%) who identified as being Aboriginal and Torres Strait Islander background and 59 (5.7%) identified as having a Language Other Than English (EALD).

In 2015, 132 students were recognised as having a disability through the Nationally Consistent Collection of Data.

Cognitive disability – 63 students

Physical disability – 35 students

Sensory disability – 7 students

Social disability – 27 students

The Index of Community Socio-Educational Advantage (ICSEA) school value remained constant in 2015 at 1007, just above the national average. Based on ICSEA data, 24% of the school community are identified as being in the bottom quarter and 13% in the top quarter.

Due to the rural/urban location of the school, on the fringes of Logan City, up to 30% of students travel to and from school via bus and nearly 70% travel by car, with only a few students walking or riding to school.

The overall attendance rate in 2015 was 93.5%.

## Average class sizes

| Phase                   | Average Class Size |      |      |
|-------------------------|--------------------|------|------|
|                         | 2013               | 2014 | 2015 |
| Prep – Year 3           | 22                 | 22   | 21   |
| Year 4 – Year 7 Primary | 25                 | 25   | 24   |

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |       |        |
|---------------------------------|--------------------|-------|--------|
|                                 | 2013               | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 29                 | 12    | 14     |
| Long Suspensions - 6 to 20 days | 3                  | 0     | 0      |
| Exclusions                      | 0                  | 0     | 0      |
| Cancellations of Enrolment      | 0                  | 0     | 0      |

## Curriculum delivery

### Our distinctive curriculum offerings

- In 2015, Greenbank State School continued to implement 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 and field studies.
- 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. Greenbank State School has forged a strong working relationship with Pullenvale Environmental Education Centre over many years, and continues to work closely with staff to plan for outstanding environmental education, linked to a real world focus, for our students.
- 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 within our classrooms.
- 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, Puppet Shows, Life Education Van, StarLabShow, Ngutana-Lui Aboriginal and Torres Strait Islander Cultural Studies Centre, Living History, Shake and Stir Stage Show, Smart Start, G'Day Asia, Parliament House and Government House.
- The school operated a Special Education Program (The Nest), which provided 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.
- Year Five and Six 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. In 2015, Year Five students attended the Tallebudgera Outdoor Education Centre and Year Six students attended Emu Gully.
- Gifted and Talented students were given the opportunity to showcase their skills and talent by participating in cluster days of excellence for Writing, Public Speaking, Spelling, Numeracy and General Knowledge.

- Students were encouraged to develop and maintain an active and healthy lifestyle through the school's Physical Education program which was taught by the two specialist Physical Education teachers. Students had the opportunity to participate in the following PE units; motor program, ball skills/minor ball games, gymnastics, athletics, cross country, swimming/lifesaving/water polo, newcombe ball, badminton and orienteering. Students were also able to compete in intra class/school competitions; Year Five sport, Newcombe Ball tournament, water polo tournament and badminton tournament.

Students had the opportunity to play in a range of inter-school sports: touch football, rugby league, soccer, netball, volleyball, basketball, softball and AFL. All Year Five and Six students were offered the opportunity to participate in interschool sport with almost maximum participation. Students from Prep – Year Six also competed in school Swimming, Athletics and Cross Country carnivals. Students in Year Five and Six were eligible to trial for inclusion in various District, Regional and State teams across a range of sports and a creditable number of them were successful in gaining selection. Students also had the opportunity to participate in out of school hours sporting programs to encourage regular physical activity eg. AFL Auskick.

- Year Five and Six students were taught Indonesian by a specialist LOTE (Language Other Than English) teacher as part of the school's LOTE program.

- Students across the school requiring additional support with Literacy were able to access the computer based program Lexia.

#### **Extra curricula activities**

- Students had the opportunity to join Junior (Year Three and Four) or Senior (Year Five and Six) choirs. 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 Four, Five and Six with performance opportunities in the Junior and Senior Bands. Students participated in the Logan West Instrumental Music Camp, a three day event culminating in a concert for families. Year Five and Six band students also participated in Fanfare and both bands performed in the Regional Prestige Music Competition. 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 Three to Year Six. They were responsible for coordinating free dress days and various fundraising activities 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).

- Selected students were invited to participate in a number of Spot Community Services programs which were aimed at focusing on personal strengths, self esteem, communication skills, friendships, emotions, hopes and dreams.

#### **How Information and Communication Technologies are used to improve 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 21st Century learning. In 2015, teachers continued to explore the use of Virtual Classrooms as an extension of the regular classroom. All classrooms from Prep to Year Six 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 Years Three-Six with the use of newly purchased classroom student laptops (COWS – Computers On Wheels).

A digital SLR camera was purchased to use across the school as well as a number of 'Ipevo' devices to enhance the delivery of explicit teaching in our classrooms and cater to all learning styles.

The ICT Coordinator continued to work with Year Three and Four students, teaching them to create, manage, operate, navigate and manage technology within a safe learning environment.

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 option of communicating 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. Two chaplains were employed at the school – one working three days each week and another chaplain working one day each week. Students were supported through a variety of programs, through teacher and parent initiated referrals for students and through informal contact by chaplains with students. The chaplaincy service also ran a Supa Club in 2015 which encouraged students who were interested, to explore their spiritual values and beliefs.

In 2015, 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'. Each week, a new social skill was taught within classrooms and addressed at a whole school level on Parade. Our school wide positive behaviour program 'Greenbank Gotchas' continued to reward students demonstrating these social skills and school values on a daily basis. Students were presented with a coloured Gotcha wrist band on parade after reaching a targeted number of tokens.

In 2015, the Greenbank State School Responsible Behaviour Plan for Students was updated and enacted, following consultation with Staff, the School Council and the P and C Association.

### Parent, student and staff satisfaction with the school

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of parent/caregivers who agree# that:  | 2013 | 2014 | 2015 |
| their child is getting a good education at school (S2016)   | 96%  | 96%  | 95%  |
| this is a good school (S2035)   | 97%  | 96%  | 97%  |
| their child likes being at this school (S2001)  | 100% | 98%  | 96%  |
| their child feels safe at this school (S2002)   | 97%  | 100% | 98%  |
| their child's learning needs are being met at this school (S2003)                                     | 86%  | 89%  | 94%  |
| their child is making good progress at this school (S2004)  | 90%  | 90%  | 91%  |
| teachers at this school expect their child to do his or her best (S2005)                              | 97%  | 99%  | 99%  |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 93%  | 92%  | 90%  |
| teachers at this school motivate their child to learn (S2007)   | 93%  | 96%  | 91%  |
| teachers at this school treat students fairly (S2008)   | 93%  | 96%  | 94%  |
| they can talk to their child's teachers about their concerns (S2009)                                  | 100% | 95%  | 96%  |
| this school works with them to support their child's learning (S2010)                                 | 93%  | 93%  | 94%  |
| this school takes parents' opinions seriously (S2011)   | 90%  | 88%  | 88%  |
| student behaviour is well managed at this school (S2012)  | 90%  | 96%  | 95%  |
| this school looks for ways to improve (S2013)   | 93%  | 97%  | 97%  |
| this school is well maintained (S2014)  | 100% | 99%  | 100% |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of students who agree# that:  | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048)                              | 97%  | 99%  | 96%  |
| they like being at their school (S2036)  | 97%  | 98%  | 92%  |
| they feel safe at their school (S2037)   | 91%  | 97%  | 98%  |
| their teachers motivate them to learn (S2038)                                    | 97%  | 98%  | 98%  |
| their teachers expect them to do their best (S2039)                              | 99%  | 100% | 97%  |
| their teachers provide them with useful feedback about their school work (S2040) | 95%  | 97%  | 92%  |
| teachers treat students fairly at their school (S2041)                           | 90%  | 95%  | 86%  |
| they can talk to their teachers about their concerns (S2042)                     | 93%  | 91%  | 90%  |
| their school takes students' opinions seriously (S2043)                          | 91%  | 91%  | 92%  |
| student behaviour is well managed at their school (S2044)                        | 79%  | 91%  | 84%  |
| their school looks for ways to improve (S2045)                                   | 97%  | 99%  | 98%  |
| their school is well maintained (S2046)  | 93%  | 98%  | 90%  |
| their school gives them opportunities to do interesting things (S2047)           | 98%  | 98%  | 96%  |

### Performance measure

| Percentage of school staff who agree <sup>#</sup> that:  | 2013 | 2014 | 2015 |
|--|------|------|------|
| they enjoy working at their school (S2069)   | 87%  | 93%  | 99%  |
| they feel that their school is a safe place in which to work (S2070)   | 89%  | 96%  | 99%  |
| they receive useful feedback about their work at their school (S2071)  | 69%  | 85%  | 87%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 91%  | 89%  | 92%  |
| students are encouraged to do their best at their school (S2072)   | 96%  | 97%  | 99%  |
| students are treated fairly at their school (S2073)  | 93%  | 96%  | 97%  |
| student behaviour is well managed at their school (S2074)  | 71%  | 95%  | 100% |
| staff are well supported at their school (S2075)   | 60%  | 85%  | 91%  |
| their school takes staff opinions seriously (S2076)  | 61%  | 84%  | 92%  |
| their school looks for ways to improve (S2077)   | 83%  | 93%  | 99%  |
| their school is well maintained (S2078)  | 96%  | 97%  | 96%  |
| their school gives them opportunities to do interesting things (S2079)   | 80%  | 89%  | 88%  |

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

Parents 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 2015, the School Council initiated a 'Windows Day' in an initiative to increase parent involvement within the school and classrooms. Parents were invited to attend a session in their child's classroom where they were able to view teachers and students in action. These sessions were 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 2015 the P&C continued to contribute significantly to the resourcing of the school as a result of their fundraising efforts.

Parent volunteers assisted teachers in a range of practical ways, providing valuable support both inside and outside the classroom. Changing home readers, catering for school events, assisting in the school tuckshop, 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 information sessions were held 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, relevant to their child's class.

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 and an End of Year Parade.

The school has a very active School Banking program, coordinated by a group of dedicated parent volunteers who receipt and bank the money each week. In 2015, Greenbank State School was acknowledged for being the seventeenth highest ranking school nationally, and fourth ranking school in Queensland, for student saving.

## Reducing the school's environmental footprint

| Years     | Environmental footprint indicators |          |
|-----------|------------------------------------|----------|
|           | Electricity kWh                    | Water kL |
| 2012-2013 | 267,394                            | 3,823    |
| 2013-2014 | 292,606                            | 6,965    |
| 2014-2015 | 274,311                            | 1,732    |

\*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.



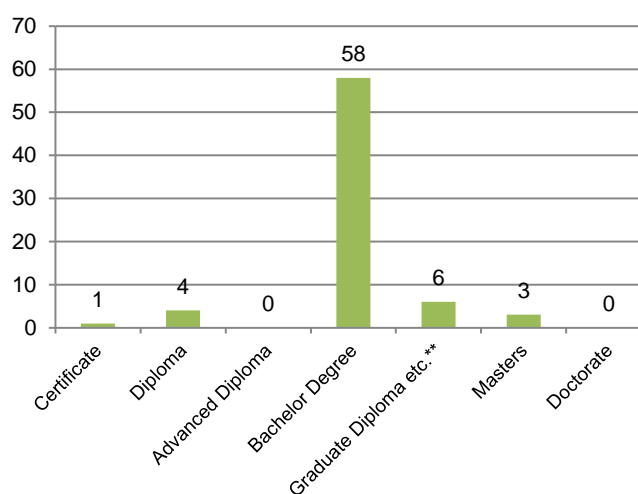
## Our staff profile

### Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts                 | 72              | 41                 | <5               |
| Full-time equivalents      | 64              | 26                 | <5               |

### Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate                 | 1                          |
| Diploma                     | 4                          |
| Advanced Diploma            | 0                          |
| Bachelor Degree             | 58                         |
| Graduate Diploma etc.**     | 6                          |
| Masters                     | 3                          |
| Doctorate                   | 0                          |
| <b>Total</b>                | <b>72</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 2015 were \$95 705.58

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.
- School Improvement Agenda
  - Mentoring Beginning Teachers
  - Coaching
  - Year level planning sessions
  - Data Analysis
- 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
- Teaching and Learning Beyond the Classroom - delivered at Pullenvale Environmental Education Centre

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

| Average staff attendance   | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 95%  | 95%  | 96%  |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Performance of our students

### Key student outcomes

| Student attendance   | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 92%  | 93%  | 94%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).  | 90%  | 91%  | 89%  |

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

|      | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|------|--------|--------|--------|--------|--------|--------|--------|
| 2013 | 93%  | 93%    | 92%    | 92%    | 93%    | 93%    | 91%    | 92%    |
| 2014 | 93%  | 93%    | 93%    | 94%    | 94%    | 93%    | 93%    | 92%    |
| 2015 | 94%  | 94%    | 94%    | 93%    | 93%    | 93%    | 94%    |        |

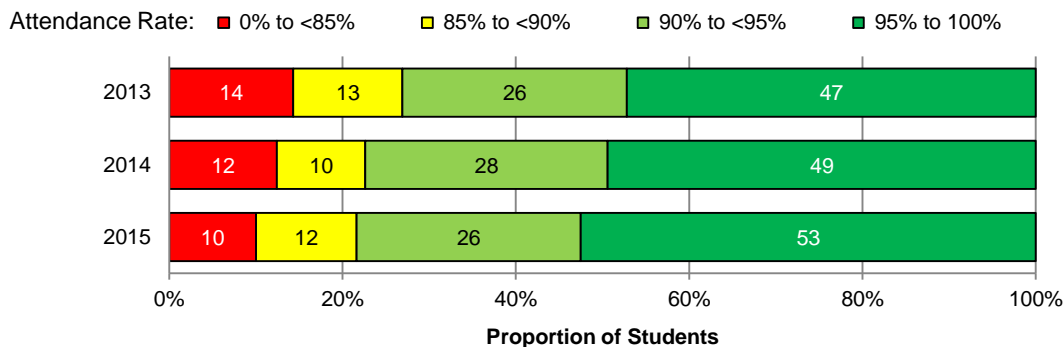


\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



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

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Greenbank State School is committed to promoting 100% attendance of students and in 2015 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.

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

Outlined below, in line with our school attendance policy, is the procedure followed in 2015 for managing 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.
- All absence details were recorded appropriately on One School.

## 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

---

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.