



Greenbank State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

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## From the Principal

### School overview

Greenbank State School was established in 1893 and provides education from Prep to Year 6 to an enrolment of over 1000 students. Students are engaged in curriculum which covers the eight Key Learning Areas with particular focus on Literacy, Numeracy, Integrated Studies and Environmental Education, the latter a key vehicle to the school's applied learning approach. At Greenbank State School we unlock the promise in individuals through engaging students in forms of deep learning that develop in them the knowledge, values and skills to move with others through their own sustainability transition, develop a strong sense of place and act with compassion, responsibility and creativity in the World. This vision is embedded in our school wide pedagogy and our curriculum model. The school community works in harmonious and respectful relationships and students demonstrate a positive attitude to learning. Our school is characterised by a strong sense of commitment and allegiance to a school culture focused on high expectations. These expectations are underpinned by a strong set of values and beliefs embodied in the school's vision, 'Creating a World of Difference-The Greenbank Way'.

### School progress towards its goals in 2018

In 2018, the school's Improvement Agenda, supported by Investing For Success (IFS) funding, saw a focus on developing school wide expectations and targets for the teaching of reading. The introduction of a school wide support model for reading was designed to enhance outcomes in the Upper Two Bands in NAPLAN. All teaching staff had a focus on reading embedded into their performance plans and the leadership team partnered with year levels to get closer to the core business of teaching and learning. Evidence based pedagogical practices in Maths were engaged in throughout the year and Professional Learning Team Meetings were held regularly to monitor these practices. A school wide focus on the implementation of programs designed to enhance brain development was undertaken in line with the 2018-2021 Strategic Plan Priorities.

<b>2018 School Improvement Priorities</b>	
Implementation of clearly defined non-negotiable practices for the teaching and assessing of Reading.	Achieved in 2018. Ongoing priority in 2019
Timetabled uninterrupted year level literacy blocks using Support teachers, teacher aides and deputy principals.	Achieved in 2018 Ongoing priority in 2019
Evidence based pedagogical practices in Mathematics incorporated into Professional Learning Team meetings held three times per term	Achieved in 2018 Ongoing priority in 2019
A partnership with Pathways to Resilience was developed with a trial of classroom lessons undertaken with a view to expansion in 2019	Achieved in 2018 Ongoing priority in 2019

### Future outlook

In 2019 our focus will target three main priorities Improvement in English, Mathematics and the quality of feedback for students and staff.

<b>Improve the outcomes for all students in English</b>	
Actions	Targets
Deepen teachers' knowledge and understanding of the Australian Curriculum in English.	100% of staff undertake Professional Development (PD) 90% of students can answer the 4 student learning questions
Create a suite of non-negotiable (NN) practices in writing.	100% staff implementing NN

Continue to embed the non-negotiable practices in reading.	Yr 3 U2B 55%    NMS 98% Yr 5 U2B 40%    NMS 98%
Develop a consistent approach to the teaching of phonics and spelling.	Programs developed
Further develop inclusive and viable assessment and moderation practices.	100% of students access robust and differentiated assessment tasks, moderated quarterly Level Of Achievement (LOA) C or above >80% P-6
<b>Improve the outcomes for all students in Mathematics</b>	
Develop teachers' knowledge and understanding of the Australian Curriculum Mathematics proficiency strands.	100% of staff undertake PD 90% of students can answer the 4 student learning questions
Build teacher capacity in the planning, teaching and assessing of Mathematics including the use of Know and Do charts in PLT meetings	100% of staff implement PLT goals aligned with mathematics planning
Develop inclusive and viable assessment and moderation practices.	100% of students access robust and differentiated assessment tasks moderated quarterly LOA C or above >85% P-6
<b>Improve the quality of feedback processes and practices for students and staff</b>	
Build staff capability to provide explicit feedback for student improvement across all learning areas.	100% of students have improvement orientated explicit written feedback directly related to assessment writing tasks
Embed structured feedback cycles for staff learning and development through formal lesson observations and student voice cycles.	100% of staff engage in 2 cycles per term

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1042	1054	1047
Girls	485	491	491
Boys	557	563	556
Indigenous	40	49	46
Enrolment continuity (Feb. – Nov.)	97%	97%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

In 2018, Greenbank State School provided education from Prep-Year Six to an enrolment of 1047 students.

The school had 39 students (3.7%) who identified as being Aboriginal and Torres Strait Islander background and 46 (4.4%) identified as having a Language other than English.

In 2018, 37 students were recognised as having a disability through the verification process. This amounts to 3.5 % of our total student population

The Index of Community Socio-Educational Advantage (ICSEA) school value increased marginally to 1015 (from 1003 in 2017).

Based on ICSEA data 22% of the school community were 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 2018 was 93.8%.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our Approach to Curriculum Delivery

- In 2018 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 the inquiry based learning through drama. All students participated in curriculum units connected to real life experiences, thinking deeply about how they are connected to self, others and place. All students participated in a range of education activities. Local issues are linked back to student assessment to conceptualize student learning within a real world focus. This deepens students' understanding of self, others and place
- Students in every year were provided with opportunities to participate in excursions through Pullenvale Environment Education Centre, which completed and enhanced the school's environmental 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.

- All teachers implemented the revitalized Greenbank State School English policy with a focus on developing the skills that students need to become confident, creative users of the English language.
- The school implemented a new differentiated model for English across years 2-5 based on student individual needs.
- All students participated in concentrated Literacy and Numeracy programs, cooperatively planned by teachers within year levels. Dedicated 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.
- A STEM consultant was employed to provide a program that aligned and supported the school's Science Plans. He worked alongside teachers and students in Years Three and Five to deepen their scientific knowledge and understanding by modelling lessons and providing professional development. To support students' learning the school purchased multi- purpose, reusable and sustainable STEM kits to develop problem solving strategies and provide ways for students to experience real world design problems and develop their communication skills
- To enhance the educational outcomes for students outside organisations were accessed. These included the following: Raw Art, Evergreen Puppet Theatre, Life Education Van, StarLab show, Ngutana- Lui Aboriginal and Torres Strait Islander Cultural Studies visits, Shake and Stir Stage Show, Toys from the Past, Logan City Fire Ant visit and Road Safety Talks with the school's Adopt- a-cop.
- The school continued to operate 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, including the management of ICPs and IEPs. 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 (5 days each) which developed social interaction skills through high levels of physical challenge and teamwork. In 2018, Year Five students attended Camp Goodenough and Year Six students attended Emu Gully
- High performing students were given the opportunity to showcase their talent by participating in cluster days of excellence for Literacy, Public Speaking, Environmental Education, Leadership and Robotics and General Knowledge Quiz. In partnership with a local High School twelve students participated in a Stem program experiencing science in the school's lab while collaborating with students from other schools and working with specialists in their field of science
- Students were taught to develop and maintain an active and healthy lifestyle through the school's Physical Education program, which was delivered 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: Ninja Warrior, Table Tennis, Dodgeball, Newcombe Ball, water polo, ultimate frisbee and badminton. Year Six students compete in school based badminton and water polo competition at the conclusion of the unit's work. Year Five compete in a year level tournament to determine the champion Dodgeball Class.
- All Year Five and Six students had the opportunity to participate in a range of inter-school sports (with almost total student participation): touch football, rugby league, soccer, netball, volleyball, basketball, softball and AFL. Students from Prep- Year Six also competed in school Swimming, Athletics and Cross Country carnivals. Students in Years 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 sporting programs to encourage regular physical activity eg. AFL Auskick, Brisbane Roar Active Program. Forty- eight students train during their lunch break to be able to compete at various weekend tournaments throughout the year
- Year Five and Six students were taught Indonesian by a specialist LOTE (Languages Other Than English) teacher as part of the school's enriching LOTE program.

## Co-curricular Activities

- Students had the opportunity to join Junior (Years Two and Three) or Senior (Years Four, Five and Six) choirs. These choirs performed on Parade, Anzac Day ceremony and at community venues including The Fire Brigade Christmas Bonanza. Both choirs performed at the school's 125 years centenary fete. They competed in the Silkstone Eisteddfod and the Junior choir were awarded a Bronze medallion and the Senior choir were awarded the Gold medallion

- 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 Southern Cluster Instrumental Music Camp, a three-day event culminating in a concert for families. Year Five and Six band students also participated in a concert at the local high school.
- 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. Significant funds were raised to assist the drought stricken farmers. In 2018 School Council organized three buddy benches around the school
- Students participated in a range of competitions including the Cluster Mathematics Team Challenge, Cluster General Knowledge Quiz. Students had the opportunity to participate in ICAS competition across a range of subjects including Mathematics, Science, English, Spelling and Writing.
- Selected students were invited to participate in Mercy Services programs, as well as Chaplaincy Programs, which were aimed at focusing on personal strengths, self-esteem, communication skills, friendships, emotions, hopes and dreams.
- Students in Year Three and Four had the opportunity to participate in a lunchtime Robotics Club where they could build, program and battle their prototype
- Various students across the school took the opportunity to compete in The Logan City Council Environmental Poster Competition resulting in one of the students winning the overall competition and having her poster used as the front cover of the Council's 2019 calendar

## How information and communication technologies are used to assist learning

At Greenbank State School, the students living and learning in the 21<sup>st</sup> Century use ICT skills across most learning areas, preparing them for the changing digital world. Teachers plan and deliver the Australian Curriculum by accessing digital resources, learning activities and online spaces to engage the students and enhance the learning experiences for the students. All classrooms have interactive whiteboards to deliver the digital content and in 2018, we began to replace interactive whiteboards and data projectors with Digital Interactive Panels. This replacement program will continue over the next three years. Staff participated in professional development to enhance and build upon their ICT skills and capabilities of their department supplied laptop.

The students accessed class banks of laptops or one of the four computer lab classrooms. Additional iPads were purchased to create a class set. A variety of web-based applications (Mathletics, Typing Tutor and the introduction of Sunshine Classic digital readers) were available to support learning in Mathematics and English.

The ICT Co-ordinator continued to work with Year One, Two, Three and Four students in a weekly lesson teaching them ICT skills that help them to create, manage, operate, navigate and use technology within a safe learning environment. Each year level engaged in a unit on Cyber Safety focussing on the importance of being safe and respectful as a digital citizen. Students worked with iPads and laptops building a skill base that developed student confidence and problem solving ability while working independently and in collaboration with others.

Supervised lunchtime activities in the main computer lab were designed around robotics and coding, allowing students to work in groups to design solutions to problems. Additional robotic devices-Cubettos and rechargeable Bee Bots, were purchased for the Prep and Year One students as they explore and play in the new curriculum area of Digital Technologies.

In 2018 all student reports were sent home as a digital report via email.

## Social climate

### Overview

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.

During 2018, the Connected Greenbank Kid and Connected Greenbank Teacher worked together to ensure that teaching and learning was centered on the whole child through self, others and place. The Greenbank State School Responsible Behaviour Plan, which incorporates the school planks, led the students towards positive decision making

and choices where inclusion and differentiation were encompassed through the Greenbank Way with the Connected Greenbank Kid.

A continued core component of the school culture at Greenbank State School was the social skills program which 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 Gotcha wrist band on parade after reaching a targeted number of tokens.

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 Schools Chaplaincy Committee (local churches) and the State Government. Two chaplains were employed at the school – both working two days 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. Donations of weekly groceries to families in need continued, as did the provision of support to families within the school community in a number of different ways, each of them unique to the situation. An initiative of the chaplaincy service has been to foster the formation of positive relationships between Year 6 students and local high school staff. In 2018, the chaplains held a farewell BBQ for students, attended by many community members and local high school staff.

School Council, P and C, Administration and teachers worked together to provide opportunities for parent engagement in the life of our school. Classrooms doors were open throughout the year, and invitations sent for parent sessions and celebrations of learning with their child/ren. 2018 saw the 125<sup>th</sup> celebration of the school through school functions, a carnival and The Big Write.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	98%	98%
• this is a good school (S2035)	97%	98%	100%
• their child likes being at this school* (S2001)	95%	98%	97%
• their child feels safe at this school* (S2002)	97%	98%	98%
• their child's learning needs are being met at this school* (S2003)	90%	94%	98%
• their child is making good progress at this school* (S2004)	92%	92%	96%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	97%	98%
• teachers at this school motivate their child to learn* (S2007)	92%	98%	97%
• teachers at this school treat students fairly* (S2008)	94%	98%	99%
• they can talk to their child's teachers about their concerns* (S2009)	97%	98%	97%
• this school works with them to support their child's learning* (S2010)	93%	94%	97%
• this school takes parents' opinions seriously* (S2011)	90%	98%	90%
• student behaviour is well managed at this school* (S2012)	95%	100%	96%
• this school looks for ways to improve* (S2013)	96%	98%	98%
• this school is well maintained* (S2014)	100%	98%	97%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	96%	95%
• they like being at their school* (S2036)	96%	91%	90%
• they feel safe at their school* (S2037)	94%	91%	94%
• their teachers motivate them to learn* (S2038)	97%	98%	95%
• their teachers expect them to do their best* (S2039)	99%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	96%
• teachers treat students fairly at their school* (S2041)	91%	88%	88%
• they can talk to their teachers about their concerns* (S2042)	89%	89%	84%
• their school takes students' opinions seriously* (S2043)	93%	86%	90%
• student behaviour is well managed at their school* (S2044)	86%	81%	84%
• their school looks for ways to improve* (S2045)	96%	97%	98%
• their school is well maintained* (S2046)	95%	96%	95%
• their school gives them opportunities to do interesting things* (S2047)	94%	97%	90%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	95%	97%
• they feel that their school is a safe place in which to work (S2070)	96%	98%	98%
• they receive useful feedback about their work at their school (S2071)	90%	86%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	87%	89%
• students are encouraged to do their best at their school (S2072)	99%	100%	100%
• students are treated fairly at their school (S2073)	99%	96%	100%
• student behaviour is well managed at their school (S2074)	96%	96%	97%
• staff are well supported at their school (S2075)	88%	85%	85%
• their school takes staff opinions seriously (S2076)	84%	87%	79%
• their school looks for ways to improve (S2077)	97%	96%	98%
• their school is well maintained (S2078)	96%	95%	97%
• their school gives them opportunities to do interesting things (S2079)	87%	88%	87%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

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. In 2018 the School Council, made up of six staff and six parents, provided input to the writing of the Annual Implementation Plan (AIP) and School Improvement

Agenda. To target appropriate resourcing for student improvement, the School Council collaborated with the school Principal regarding the expenditure of Investing for Success (I4S) school funds. Throughout 2018, the School Council also focused their efforts on influencing improvement in the School Opinion Survey item S2024 – This School asks for my input. The Council led The Big Write initiative in 2018, which provided parents and caregivers with the opportunity to have pre and post writing conversations with their children in the home environment regarding the topic of what would it have been like to be a student 125 years ago.

Greenbank State School acknowledged its opening in 1893 by hosting a variety of 125 Year Quasquicentennial celebrations in Term 3 with the community. These celebrations included, a Fete on Saturday 8 September that included year level bush dances, themed classroom from 125 years ago, a side show alley full of games and activities for students to participate in, community group presentations including an official indigenous welcome to country presented by nunukulyuggera, scouts, emergency services and local sporting clubs. Leading up to the fete, various community representative shared with the students key stories in Greenbank State School history. Community members were invited to purchase a commemorative paver as a part of the 125 Year celebration garden and several other commemorative stationary items. On Friday 17 August, all community members were invited to attend a 125 Year parade celebration where a time capsule was buried that is scheduled to be opened in 25 years' time.

All year levels held parent information sessions at the beginning of the year to inform parents of key policies, procedures and expectations relevant to their child's class. Parent –Teacher interviews were held at the end of Terms One and Three. Parents were encouraged by teachers to engage with school regularly in order to foster a positive home-school relationship.

The Parents and Citizens' Association consisted of interested parents and citizens who oversaw service operations such as the School Tuckshop, Uniform Shop and Outside of School Hours Care. An Operations Manager continued to be employed for 25 hours each week to manage the responsibilities associated with these services.

Throughout 2018 the P&C continued to contribute significantly to the resourcing of the school as a result of their fundraising efforts. A major 10 year goal for the P&C was achieved in 2018 with the refurbishment of the School Tuckshop in a \$384, 000 upgrade with the P&C contributing

\$216, 000 of the funds and the remaining amount being funded by the SSS (State School Subsidy). The new Tuckshop is equipped with high end commercial equipment that also includes a dedicated parent/staff café section. The financially viable P&C contributed \$60, 000 in direct contributions, \$20, 000 towards chaplaincy and \$52, 000 in rental contributions.

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 contributions of parents in our school.

Parent attendance at school events (eg. Cross Country, Swimming and Athletics Carnivals, Classroom Showcases/Open Classrooms) was encouraged and well attended. Parents were invited to attend 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.

All parents of students requiring Educational Adjustment Plans or Individual Curriculum Plans were invited to meet with Special Education Staff and classroom teachers to discuss any adjustments necessary for their child to access the curriculum and participate fully at school. These are reviewed with parents during the year.

## **Respectful relationships education programs**

The school has developed and implemented programs that focus on personal safety and awareness, and reinforce appropriate, respectful, equitable and healthy relationships. In 2018, all students in Prep – Year 6 participated in units of work designed using the Australian Health Curriculum. All classes also visited the Life Education Van during the year, participating in programs that supported this classroom learning.

The school Social Skills Program, which is taught each week and reinforced on our weekly parade, was used to focus on specific skills needed to improve student awareness and behaviour regarding themselves, others and the world around them. This program aligns with the school vision of Creating a World of Difference – The Greenbank Way, developing Connected Kids who make positive contributions to our school community and beyond.

In 2018, we participated in the National Day of Action against Bullying and Harmony Day in order to help students build better respectful relationships, and to develop their knowledge and skills to be able to resolve conflict without violence. A special parade was held on the day and was attended by key representatives of community groups. All students made a pledge on the day, committing to 'Saying No to Bullying'.

The school Guidance Officer conducted small group sessions for identified students to assist them in developing their friendships skills, and to become more aware of the impact of their actions on others. Identified students also participated in the Rock and Water program, a series of exercises and games designed to help students consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction. Some

students were also referred to external organisation, Mercy Services, who conducted a variety of personal development and social skilling programs, overseen by the school Guidance Officer.

Year 2 and Year 4 students participated in a trial program called 'Meet Your Brain' where they developed their understanding of how the brain works and how they can use this knowledge to better control their behaviour. Teachers applied their professional learnings about mindfulness and neuroscience to teach students a range of self-regulation strategies to better enhance student's conflict resolution skills.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	32	13	21
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

The students and staff of Greenbank State School are environmentally aware through their long standing partnership with the Pullenvale Environmental Centre. This awareness is reflected in the reduced use of electricity and water for 2018.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	333,849	483,675	339,203
Water (kL)	3,684	6,248	4,146

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	74	37	<5
Full-time equivalents	66	25	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

## Workforce composition

### Staff composition, including Indigenous staff

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Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	74	37	<5
Full-time equivalents	66	25	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	4
Graduate Diploma etc.*	4
Bachelor degree	62
Diploma	3
Certificate	1

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 163, 593.62.

The major professional development initiatives are as follows:

Year Level planning  
Mentoring Beginning Teachers  
Analysing student data and developing class action plans  
Moderation

#### English:

Deepening understanding of the Australian English Curriculum  
 Effective writing of GTMJ's  
 Reading and comprehension strategies  
 Administering Running Records/Probe assessment  
 Creative writing strategies  
 Providing effective feedback

**Mathematics:**

Mathletics  
 Learning Progressions  
 Effective assessment practices  
 Problem Solving  
 Providing effective feedback  
 Effective writing of GTMJ's

**Connectedness**

Neuroscience for Educators  
 Introduction to Mindfulness and Wellbeing  
 Cultivating an environment for Social and Emotional Learning

**ICT Focus**

Beebots, Probots and Spheros  
 Sunshine Online  
 STEM/Coding  
 Effective use of iPads in classrooms

**Mandatory Training**

Student Protection, Curriculum Activity Risk Assessment, Workplace Health and Safety, Code of Conduct and Ethical Decision Making, Asbestos and Fire Training, Emergency Evacuation Procedures, Internal Controls

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	93%	92%	88%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	96%	94%
Year 1	95%	95%	95%
Year 2	95%	95%	95%
Year 3	95%	94%	94%
Year 4	95%	94%	93%
Year 5	95%	94%	94%
Year 6	94%	94%	93%

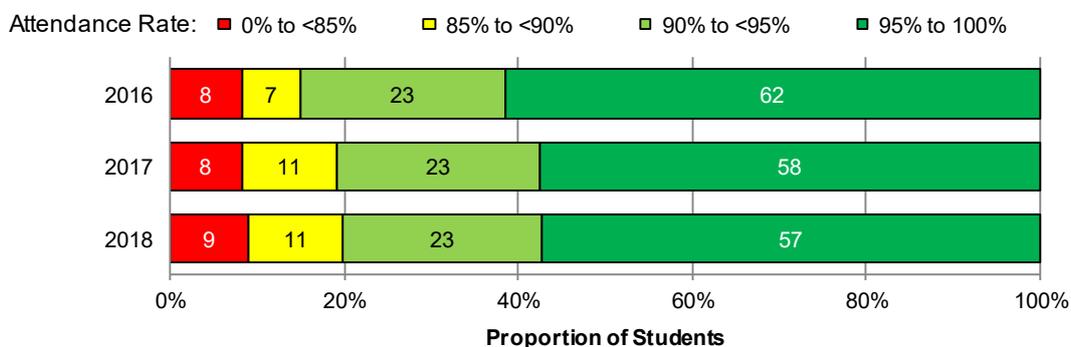
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 providing a safe and supportive learning environment for all students to address their educational needs. Our school's Attendance Policy aims to:

- improve student attendance and participation
- improve the learning outcomes of students as measured by the school and system assessment processes
- increase understanding of the importance of regular attendance by the community of educators, learners and families of each school student
- communicate clear messages to students and parents that attendance is vital

Greenbank State School expects:

- shared responsibility between parents/caregivers and the school to ensure student attendance

- strong parent/caregiver accountability for student non-attendance including explanations and communication when necessary

School Responsibilities	Student Responsibilities	Parent/Caregiver Responsibilities
<p>Provide a relevant and dynamic learning program that seeks to engage all students and offers opportunity for success, thus encouraging regular attendance.</p> <p>Mark the roll twice daily (morning and afternoon sessions) using OneSchool.</p> <p>The Principal and Staff communicate to parents and students the expectation of a written note, personal contact or telephone contact to the office from parents explaining a student's absence.</p> <p>The school responds to student absences in accordance with procedures for Student Absences flowchart (Including same SMS, a letter and/or phone call requesting reason for absence, discussion with parents regularly signing students in late or signing out early)</p> <p>Work with identified 'at risk' students and their parent/caregivers to support improved attendance.</p> <p>Liaise with other agencies such as the Queensland Police Service, Department of Communities, Child Safety and Disabilities and local non-government organisations for assistance in addressing patterns of absenteeism and to support students and families.</p>	<p>Develop awareness of individual responsibility for regular attendance. This level of responsibility will be determined by the individual circumstances and the age of the child.</p> <p>Attend school every day.</p> <p>Be punctual in arriving at school and for all associated lessons and activities.</p> <p>Engage appropriately in the education program as negotiated.</p>	<p>Establish the expectation and importance of attendance with their child.</p> <p>Enable their child to attend punctually and every day the education program is offered and to comply with the education program being offered.</p> <p>Provide explanation to the school (letter, email, telephone call) when the child is absent from school or when the child returns to school.</p> <p>Book all appointments and holidays outside of school hours/dates where possible.</p> <p>Provide information to the school that may assist planning for the child's learning; for example, medical conditions, developmental milestones and family issues.</p> <p>Work with the school on intervention strategies to improve attendance.</p> <p>If it is known that the child is going to be absent for a prolonged period of time due to illness or family, contact the school office.</p>

At Greenbank State School we promote 100% attendance by:

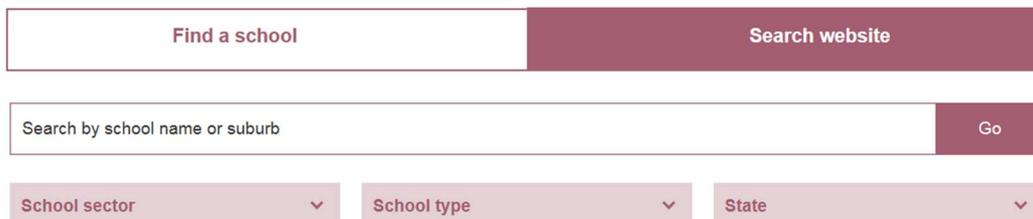
- using strong verbal and visual communication with students, parents, staff and the wider community about the importance of attending every day. This point of contact starts during the initial enrolment process led by the enrolling Deputy Principal.
- establishing and continuing liaisons between home and school.
- monitoring student attendance closely and following up with parents.
- rewarding improvement in attendance for students displaying chronic and patterned absenteeism.
- contacting parents/caregivers to celebrate improved attendance.
- presenting Term certificates for students who achieve 95% attendance or higher.
- Presenting a wrist band each term for students who achieve 100% attendance.
- presenting an annual reward for students who achieve 100% attendance for the school year.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### **How to access our NAPLAN results**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.