



Greenbank State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Greenbank State School was established in 1893 and provides education from Prep to Year 6 to an enrolment of over 1040 students. The school is situated on the rural / urban fringe of Brisbane. Greenbank State School presents as a vibrant, exciting educational environment where children are involved in real life learning, structured to enhance engagement, which aims to develop our students as active, responsible citizens for the future. Our goal is to work together to achieve our vision of 'Creating a World of Difference – The Greenbank Way'. This means that teachers, parents and students work collaboratively to maximise the learning achievements of each child.

Students are engaged in curriculum which covers the Australian Curriculum with an in depth focus on Literacy, Numeracy 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'.

Principal's Forward

Introduction

This report will provide an insight into the defining culture, priorities, students and staff at Greenbank State School and how these melded together to improve the teaching and learning offered to our students. In 2016, staff, students, parents and the wider Greenbank State School community 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.

School Progress towards its goals in 2016

Maximising student achievement in reading through the refined use of school data coupled with ongoing improvements in pedagogical practices were a key focus at Greenbank State School in 2016. In line with the Improvement Agenda and supported by Investing For Success funding, staff reflected on the three key areas of Literacy, Numeracy and Upper Two Band Reading performance. This was the driving force for innovation and change within teachers' pedagogical practice, especially in reading. Within these areas of development the following priorities lead the focus for 2016:

2016 School Improvement Priorities:	
The consistent alignment of teaching / learning delivered in classrooms with the Whole School Pedagogical and Curriculum Frameworks.	Achieved in 2016. Ongoing priority in 2017.
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.	Achieved in 2016. Ongoing priority in 2017.
Enhance the learning culture focused on individual student achievement with a particular focus on Upper Two Band strategies	Achieved in 2016. Ongoing priority in 2017.
Develop and implement a school based Numeracy program aligned to the South East Region model	Achieved in 2016. Embedding of G.S.S Mathematics Policy to be an ongoing priority.

Future Outlook

Greenbank State School's Explicit Improvement Agenda for 2017 will continue to build on our school priorities of Literacy, Numeracy, Connectedness and Feedback.

In Literacy, the focus remains on Upper Two Band Reading performance, utilising Investing For Success funding to implement a sharp, narrow and focused approach to the teaching of reading across the school.

In Numeracy, leading the alignment of pedagogical practices and processes for the development of a common and consistent approach to the teaching of Mathematics is the focus for 2017 – directly linked to the Greenbank State School Mathematics Policy.

Encouraging the integration of the General Capabilities to organise knowledge and skills using the Connected Greenbank Kid pedagogical tool will focus staff and students to connect with the use of 'the blanket role' and 'mantle of the expert'. This will contribute to the shared school vision of what the Connected Greenbank Kid knows, does and values – The Greenbank Way.

Staff are continuing to work together to build a culture of collaboration, working together to provide feedback that drives the learning process.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1106	500	606	45	95%
2015*	1043	467	576	44	96%
2016	1042	485	557	40	97%

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

*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.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

In 2016, Greenbank State School provided education from Prep to Year Six to an enrolment of over 1040 students. The school had 39 students (3.75%) who identified as being Aboriginal and Torres Strait Islander background and 20 (1.9%) identified as having a Language Other Than English (EALD).

In 2016, 176 students were recognised as having a disability through the Nationally Consistent Collection of Data.

Cognitive disability – 89 students
Physical disability – 37 students
Sensory disability – 18 students
Social disability – 32 students

The Index of Community Socio-Educational Advantage (ICSEA) school value remained constant in 2016 at 1012, just above the national average. Based on ICSEA data, 22% 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 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 2016 was 94.6%.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	24
Year 4 – Year 7	25	26	26
Year 8 – Year 10			
Year 11 – Year 12			

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- In 2016, 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 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.
- In 2016, a review of the school's Writing Program took place, with teachers from all year levels across the school contributing to the creation of the new G.S.S Writing Policy. The policy was written in line with the Australian Curriculum and includes both pedagogical and sequential approaches to teaching and learning. The aim of the G.S.S Writing Policy is to teach students the writing skills that they need to become confident, creative users of the English language. The key components include:
 - ✓ Focus on teaching students the *skills* of writing
 - ✓ Ensuring exposure to a variety of different text types / genres within a unit of work
 - ✓ Encouraging creativity, exploration, individuality and confidence in writing
 - ✓ Skills taught through explicit instruction and honed through regular practice and writing experiences
 - ✓ The development of students' ICT skills are embedded in writing practices
 - ✓ Integrated across all curriculum areas
- 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, focusing on Literacy.
- 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: Forensic Science, Raw Art, Puppet Shows, Life Education Van, Logan City Council, StarLab Show, Ngutana - Lui Aboriginal and Torres Strait Islander Cultural Studies Centre (three visits), Living History, Bush Balladeer, 'Little Sparrow', Shake and Stir Stage Show (two visits), Smart Start and Government House.
- 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 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 Camp Goodenough 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. In 2016, Greenbank State School were awarded District Champions in both Athletics and Cross Country. 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 (Languages Other Than English) teacher as part of the school's enriching LOTE program.

Co-curricular 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.
- The school entered the Wakikirri Story Dance competition in 2016, providing a unique opportunity for students in Years Four – Six to showcase their creative talents on stage. The Greenbank Wakikirri team performed extremely well, achieving a place in the second round of competition and winning a variety of awards.
- 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. 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, as well as Chaplaincy 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 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 21st Century learning. In 2016, 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, Mathletics, typing tournament 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).

Greenbank State School was selected as a Naplan Online Trial School in 2016 which saw a renewed focus on the development of students' ICT skills – specifically in relation to the use of digital texts and word processing. Participation in the 2016 Platform Trial and Readiness Test in August, allowed students and staff to experience the platform, and plan for future focuses.

Three additional LAB spaces were created in G Block, A Block and the Library, to support students with their word processing and ICT skills, through the use of newly purchased student laptops (COWS – Computers On Wheels).

The ICT Coordinator continued to work with Year Two, Three and Four students, teaching them to create, manage, operate, navigate and manage technology within a safe learning environment. The Teacher Librarian also worked with Year One students to develop their familiarity with laptops and word processing.

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

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.

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 – 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 2016 which encouraged students who were interested, to explore their spiritual values and beliefs. 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.

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.

In 2016, the Greenbank State School Responsible Behaviour Plan for Students and Attendance Policy were both updated and enacted, following consultation with Staff, the School Council and the P and C Association.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	95%	93%
this is a good school (S2035)	96%	97%	97%
their child likes being at this school* (S2001)	98%	96%	95%
their child feels safe at this school* (S2002)	100%	98%	97%
their child's learning needs are being met at this school* (S2003)	89%	94%	90%
their child is making good progress at this school* (S2004)	90%	91%	92%
teachers at this school expect their child to do his or her best* (S2005)	99%	99%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	90%	94%
teachers at this school motivate their child to learn* (S2007)	96%	91%	92%
teachers at this school treat students fairly* (S2008)	96%	94%	94%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	97%
this school works with them to support their child's learning* (S2010)	93%	94%	93%
this school takes parents' opinions seriously* (S2011)	88%	88%	90%
student behaviour is well managed at this school* (S2012)	96%	95%	95%
this school looks for ways to improve* (S2013)	97%	97%	96%
this school is well maintained* (S2014)	99%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	96%	98%
they like being at their school* (S2036)	98%	92%	96%
they feel safe at their school* (S2037)	97%	98%	94%
their teachers motivate them to learn* (S2038)	98%	98%	97%
their teachers expect them to do their best* (S2039)	100%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	92%	96%
teachers treat students fairly at their school* (S2041)	95%	86%	91%
they can talk to their teachers about their concerns* (S2042)	91%	90%	89%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school takes students' opinions seriously* (S2043)	91%	92%	93%
student behaviour is well managed at their school* (S2044)	91%	84%	86%
their school looks for ways to improve* (S2045)	99%	98%	96%
their school is well maintained* (S2046)	98%	90%	95%
their school gives them opportunities to do interesting things* (S2047)	98%	96%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	99%	97%
they feel that their school is a safe place in which to work (S2070)	96%	99%	96%
they receive useful feedback about their work at their school (S2071)	85%	87%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	92%	87%
students are encouraged to do their best at their school (S2072)	97%	99%	99%
students are treated fairly at their school (S2073)	96%	97%	99%
student behaviour is well managed at their school (S2074)	95%	100%	96%
staff are well supported at their school (S2075)	85%	91%	88%
their school takes staff opinions seriously (S2076)	84%	92%	84%
their school looks for ways to improve (S2077)	93%	99%	97%
their school is well maintained (S2078)	97%	96%	96%
their school gives them opportunities to do interesting things (S2079)	89%	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 for the school. In 2016, the School Council worked on a number of school projects including an Open Day and a new Parent Information Evening initiative. In 2016, the School Council was revitalised with all advertised positions being filled – the School Council is made up of six staff and six parent representatives.

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 2016 the P&C continued to contribute significantly to the resourcing of the school as a result of their fundraising efforts. A significant proportion of funds contributed by the P & C in 2016 went towards the upgrade and purchase of ICT resources. In 2016, the P & C held a very successful bi-annual 'School Carnival' which showcased our wonderful school to the local community.

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 / Teacher interviews were also held at the end of terms one and three and written reports were distributed at the end of each semester. Parents were encouraged by teachers to engage with school regularly, in order to foster a positive school – home partnership.

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 2016, Greenbank State School was acknowledged for remaining amongst the top ten highest ranking schools nationally, for student savings.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships which is taught through the Health curriculum. This program is aligned to the Australian Curriculum and is supported by visits by the Life Education Van for students in years Prep – Six. This is supplemented by our Social Skills Program.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	12	14	32
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	292,606	6,965
2014-2015	274,311	1,732
2015-2016	333,849	3,684

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.

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 <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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	71	39	<5
Full-time Equivalents	64	26	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	56
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$112 260.38

The major professional development initiatives were as follows:

School Improvement Agenda:

- Mentoring Beginning Teachers
- Literacy
- Numeracy
- Year level planning
- Data Analysis
- Higher Order Thinking
- Moderation
- PLT Focus
- Upper Two Band Reading Strategies
- Seven Steps To Writing

The Connected Greenbank Kid:

- Purpose and understanding of blanket roles, use of blanket roles within the classroom
- Teaching and Learning Beyond the Classroom – delivered at Pullenvale Environmental Education Centre

ICT Focused:

- Naplan Online
- Typing Tournament
- Mathletics

Student Focused:

- Cyber Safety
- Special Education

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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	89%	93%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

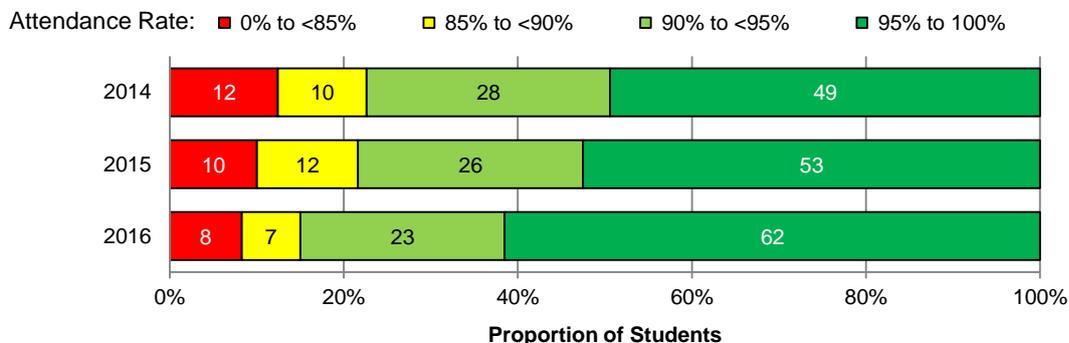
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	93%	94%	94%	93%	93%	92%					
2015	94%	94%	94%	93%	93%	93%	94%						
2016	95%	95%	95%	95%	95%	95%	94%						

*Attendance rates effectively count 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 providing a safe and supportive learning environment for all students to address their educational needs.

Greenbank State School 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.
- Communicate strategically the processes for identifying and following through on student absences.

Greenbank State School expects:

- Shared responsibility between parents/caregivers and the school to ensure student attendance.
- Strong parental/caregiver accountability for student non-attendance including explanations and communication when necessary.

School responsibilities:	Student responsibilities:	Parent/Caregiver responsibilities:
<ul style="list-style-type: none"> · Provide a relevant and dynamic learning program that seeks to engage all students and offers opportunity for success, thus encouraging regular attendance. · 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. · The school responds to student absences in accordance with procedures for Student Absences Flowchart - Work with identified 'at risk' students and their parents/caregivers to support improved attendance. · Liaise with other agencies such as the Queensland Police Service, Department of Communities, ChildSafety and Disabilities and local non-government organisations for assistance in addressing patterns of absenteeism and to support students and families. 	<ul style="list-style-type: none"> · 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. · Attend school every school day. · Be punctual in arriving at school and for all associated lessons and activities. · Engage appropriately in the education program as negotiated. 	<ul style="list-style-type: none"> · Establish the expectation and importance of attendance with their child. · Enable their child to attend punctually and every day the education program is offered and to comply with the education program being offered. · Provide explanation to the school (letter, email, telephone call) when the child is absent from school or when the child returns to school. · Book all appointments and holidays outside of school hours/dates where possible. · Provide information to the school that may assist planning for the child's learning; for example, medical conditions, developmental milestones and family issues. · Work with the school on intervention strategies to improve attendance. · If it is known that the child is going to be absent for a prolonged period of time due to illness or family

At Greenbank State School we promote 100% attendance by:

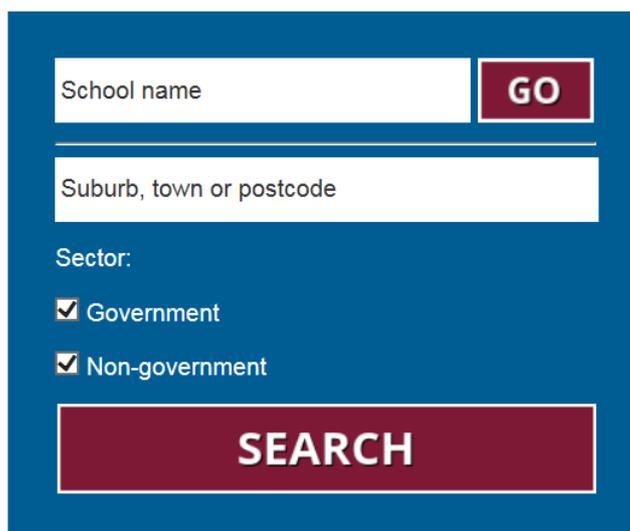
- Using strong verbal and visual communication with students, parents, staff and the wider school community about the importance of attendance every day. This point of contact starts during the initial enrolment process led by the enrolling Deputy Principal.
- Establishing and continuing liaisons between 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.
- Implementing a school-wide initiative to reward individual class 'best' attendance practices.
- Presenting Term certificates for students who achieve 95% or higher attendance.
- 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 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



The screenshot shows a search form titled 'Find a school' on a blue background. It contains the following elements:

- A text input field labeled 'School name' with a red 'GO' button to its right.
- A text input field labeled 'Suburb, town or postcode'.
- A 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'.
- A large red button with the word 'SEARCH' in white capital letters.

Where it states '**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.