



Greenbank State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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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 1050 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 Foreword

Introduction

This report outlines how staff, students and parents worked together in 2017 to improve the teaching and learning at Greenbank State School and the quality programs designed to realise our school vision of 'Creating a World of Difference – The Greenbank Way'.

School Progress towards its goals in 2017

In 2017, the school's Improvement Agenda, supported by Investing For Success school funding, saw a focus in classrooms on developing Literacy and Numeracy skills and Upper Two Band Reading performance. The school writing program was reviewed to ensure greater alignment with the Australian Curriculum and was a driving force for improved pedagogical practice. The Connected Greenbank Kid continued to be used as a pedagogical tool for the integration of the General Capabilities and staff actively engaged with the feedback cycle to better drive the learning process.

Maintain a sharp and narrow focus on the school wide expectations and targets for the teaching of Reading with a focus on the Upper Two Bands.	Achieved in 2017. Ongoing priority in 2018
The consistent alignment of pedagogical practices for the development of a common and consistent approach to the teaching of Mathematics.	Achieved in 2017 Ongoing priority in 2018
The integration of the General Capabilities to organise knowledge and skills using the Connected Greenbank Kid as pedagogical tool.	Achieved in 2017 Ongoing in 2018
The improved use of feedback to drive the learning process.	Achieved in 2017 Ongoing in 2018

Future Outlook

The School Improvement Unit conducted its Quadrennial School Review at Greenbank State School during Term 3, 2017. The school was commended for the following:

- The tone of the school is supportive and caring with a strong sense of community.
- The Connected Greenbank Kid, the six 'planks' and the Pullenvale 'story threads' have all been key contributors to the evolution of the Greenbank Way.
- The school is highly regarded within the local and broader community.
- The school team is genuinely committed to improving learning outcomes for all students.
- Teachers and all members of the leadership team are involved in a case management process.
- School leaders have given a high priority to understanding and addressing the learning needs of all students in the school.
- The school leadership team, teaching and support staff members take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices.
- Teachers and school leaders recognise that highly effective teaching is the key to improving student learning throughout the school.
- School leaders and staff members exhibit high levels of professional energy, respect and collegiality – The Connected Greenbank Teacher.
- The school's leadership team and teaching staff members express a commitment to implementing curriculum programs relating to learning areas aligned to the Australian Curriculum.

Feedback from the Review provided some guiding direction in determining the school priorities for 2018.

Communicate and embed the focus of school wide explicit expectations and targets for the teaching of Reading.
Reflect and refine the school wide support model to assist the implementation of a consistent whole school approach to the teaching of Reading.
Communicate and embed the focus of school wide explicit expectations and targets for the teaching of Mathematics.
Embed a school wide focus on the implementation of programs and pedagogy designed to enhance brain development and working memory.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1043	467	576	44	96%
2016	1042	485	557	40	97%
2017	1054	491	563	49	97%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

In 2017, Greenbank State School provided education from Prep-Year Six to an enrolment of over 1050 students. The school had 49 students (4.6%) who identified as being Aboriginal and Torres Strait Islander background and 19 (1.8%) identified as having a Language other than English.

In 2017, 312 students were recognised as having a disability through the Nationally Consistent Collection of Data.
Cognitive disability – 192
Physical disability – 22
Sensory disability – 29
Social disability – 69

The Index of Community Socio-Educational Advantage (ICSEA) school value dropped marginally to 1003 (from 1012 in 2016). Based on ICSEA data 25% of the school community were identified as being in the bottom quarter and 11% 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 2017 was 94%.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	24	24
Year 4 – Year 6	26	26	26

Curriculum Delivery

Our Approach to Curriculum Delivery

- In 2017 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 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 environmental education activities.
- 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 teachers implemented the newly designed Greenbank State School Writing policy with a focus on developing the writing skills that students need across a variety of genres to become confident, creative users of the English language.
- 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, 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: Raw Art, Evergreen Puppet Theatre, Life Education Van, StarLab show, Ngutana-Lui Aboriginal and Torres Strait Islander Cultural Studies visits, Bush Balladeer, Shake and Stir Stage Show, Toys from the Past and African Beat Drumming
- 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 2017, 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.
- 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.
- 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. Greenbank State School was awarded District Champions in both Athletics and Cross Country. 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 and Tennis Future Program.
- 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. The Senior Choir participated in the Creative Generation Voices competition and were awarded a silver medal.

- 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. 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 Team Challenge, Cluster General Knowledge Quiz and the ICAS Competitions (Spelling, English, Writing, Mathematics and Science).
- Selected students were invited to participate in one of four 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 2017, all classrooms from Prep to Year Six had interactive whiteboards and internet connectivity working within a secure EQ network. Everyday learning was enhanced in Years Three – Six with the use of classroom student laptops (COWS – Computers on Wheels). 14 additional laptops were purchased to provide greater accessibility to students. The school iPad fleet was utilised by junior school classes to provide students access to digital stories, apps for reading, Mathletics, Typing Tournament, classroom organisation and movie making.

School licences were purchased for Mathletics and Typing Tournament and students were encouraged to access these programs both at school and at home. Weekly awards were given on parade to students and classes who achieved the highest number of sign ins each week for Mathletics. Teachers explored ways to integrate Mathletics into their teaching and learning of Maths and use it as a teaching tool.

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. Teachers began to explore the digital pedagogies curriculum and professional development was offered around developing coding skills using Beebots, Probots, Spheros and other coding programs.

Facebook and the electronic school sign continued to be used as methods to communicate key messages to the community. The Grapevine, as an eNewsletter, continued to be our preferred option to communicate with parents. Information about assisting students to become Cyberwise was shared with parents via the newsletter and students were spoken to on parade about the importance of being safe online.

The school website was revitalised and enhanced and used to showcase examples of student learning as well as being a repository of school documents and information that parents could access. Parents were encouraged to begin reporting student absences via the website.

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 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. The chaplaincy service also ran a 'Supa Club' in 2017 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. 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 2017, the chaplains held a farewell bbq for students, attended by many community members and local high school staff.

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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	93%	98%
this is a good school (S2035)	97%	97%	98%
their child likes being at this school* (S2001)	96%	95%	98%
their child feels safe at this school* (S2002)	98%	97%	98%
their child's learning needs are being met at this school* (S2003)	94%	90%	94%
their child is making good progress at this school* (S2004)	91%	92%	92%
teachers at this school expect their child to do his or her best* (S2005)	99%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	94%	97%
teachers at this school motivate their child to learn* (S2007)	91%	92%	98%
teachers at this school treat students fairly* (S2008)	94%	94%	98%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	98%
this school works with them to support their child's learning* (S2010)	94%	93%	94%
this school takes parents' opinions seriously* (S2011)	88%	90%	98%
student behaviour is well managed at this school* (S2012)	95%	95%	100%
this school looks for ways to improve* (S2013)	97%	96%	98%
this school is well maintained* (S2014)	100%	100%	98%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	98%	96%
they like being at their school* (S2036)	92%	96%	91%
they feel safe at their school* (S2037)	98%	94%	91%
their teachers motivate them to learn* (S2038)	98%	97%	98%
their teachers expect them to do their best* (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	95%
teachers treat students fairly at their school* (S2041)	86%	91%	88%
they can talk to their teachers about their concerns* (S2042)	90%	89%	89%
their school takes students' opinions seriously* (S2043)	92%	93%	86%
student behaviour is well managed at their school* (S2044)	84%	86%	81%
their school looks for ways to improve* (S2045)	98%	96%	97%
their school is well maintained* (S2046)	90%	95%	96%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	99%	97%	95%
they feel that their school is a safe place in which to work (S2070)	99%	96%	98%
they receive useful feedback about their work at their school (S2071)	87%	90%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	87%	87%
students are encouraged to do their best at their school (S2072)	99%	99%	100%
students are treated fairly at their school (S2073)	97%	99%	96%
student behaviour is well managed at their school (S2074)	100%	96%	96%
staff are well supported at their school (S2075)	91%	88%	85%
their school takes staff opinions seriously (S2076)	92%	84%	87%
their school looks for ways to improve (S2077)	99%	97%	96%
their school is well maintained (S2078)	96%	96%	95%
their school gives them opportunities to do interesting things (S2079)	88%	87%	88%

* 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 2017 the School Council, made up of six staff and six parents, provided input to the School Quadrennial Review conducted by the School Improvement Unit, which led to the development of the 2018 – 2021 School Strategic Plan.

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. In 2017 the school reverted back to using a paper based system to book interview times, rather than the online booking system that was being used in an attempt to try and increase parent engagement. A significant increase in interviews being booked was noted. 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 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 2017 the P&C continued to contribute significantly to the resourcing of the school as a result of their fundraising efforts. In 2017, the P&C contributed funds to purchase a new Prep Playground, a Choir Rise, 14 laptops and a laptop trolley, Mathletics and Ziptales online licences, motor program equipment and sunscreen for all classes. At the end of 2017 the School Tuckshop received a major refurbishment funded by the P&C and SSS (State School Subsidy) funding.

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 programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. This program is taught through the Australian Health curriculum and is supported by the Life Education Van for students in Prep – Year Six. This is supplemented by our school Social Skills Program which is taught each week and reinforced on our weekly parade.

In 2017, 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.

The school Guidance Officer conducts small group sessions for identified students to assist them in communicating better with others and to becoming more aware of the impact of their actions on others.

Identified students were also referred to The Spot Community Services who conducted a variety of personal development and social skilling programs, overseen by the school Guidance Officer.

Students in years 4, 5 and 6 participated in a Cyber Safety information session, delivered by the Departmental Cyber Safety team.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	14	32	13
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	274,311	1,732
2015-2016	333,849	3,684
2016-2017	483,675	6,248

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.

The increased water usage for the period 2016-2017 can in part be explained by the fact that the school pool was emptied, cleaned and repainted during this period.

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	74	37	<5
Full-time Equivalents	67	25	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	62
Diploma	3
Certificate	1

*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 2017 were \$ 129 963.56

The major professional development initiatives are as follows:

- Year Level planning
- Mentoring Beginning Teachers
- Critical Thinking
- Moderation

Literacy:

- Comprehension strategies
- Running Records
- Casey Caterpillar Program
- Oral Language Development
- Pat-R Comprehension
- Creative writing strategies
- Using big books/picture books in Literacy lessons
- Providing effective feedback
- Effective writing of GTMJs

Numeracy:

- Mathletics
- Proficiency Strands
- Problem Solving
- Natural Maths strategies and games
- Maths warm ups
- Pat M
- Providing effective feedback
- Effective writing of GTMJs

Connectedness

- Sheryl Batchelor – Neuroplasticity
- Brain Gym
- Using the General Capabilities across the curriculum areas
- Behaviour management

ICT Focus

- Ed Studios
- App sharing
- Beebots, Probots and Spheros
- 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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 94% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	93%	92%

*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 2017 for all Queensland Primary schools was 93%.

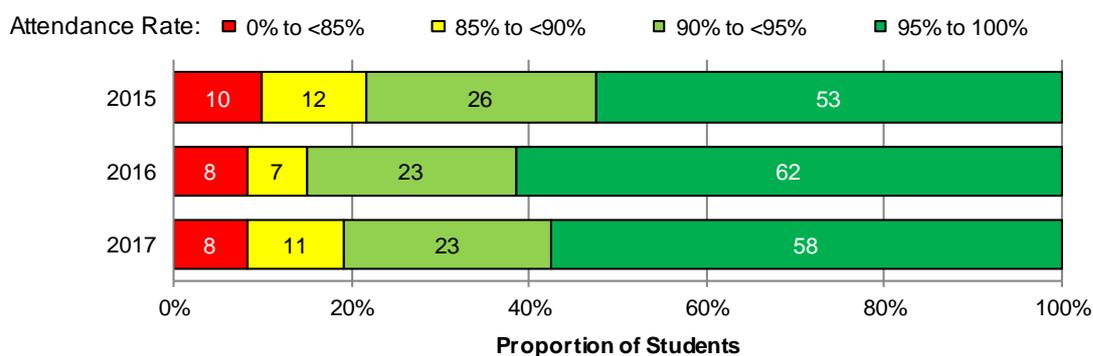
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	94%	93%	93%	93%	94%						
2016	95%	95%	95%	95%	95%	95%	94%						
2017	96%	95%	95%	94%	94%	94%	94%						

*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 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.

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 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:

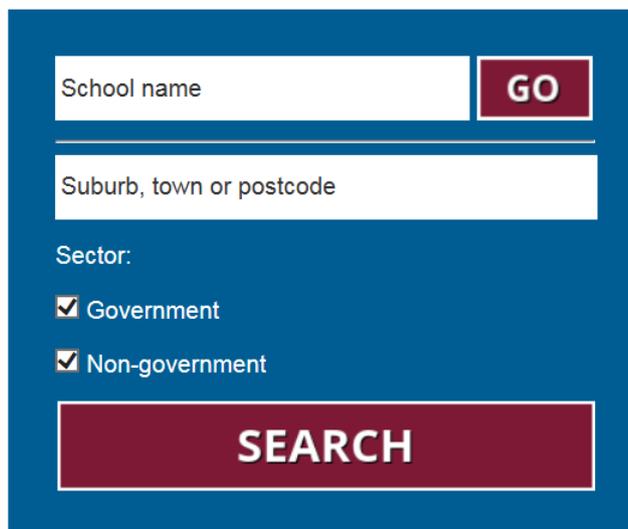
- Using strong verbal and visual communication with students, parents, staff and the wider community about the importance of attendance every day. This point of contact starts during the initial enrolment process led by the enrolling Deputy Principal.
- Establishing and continuing liaisons between home and school.
- Monitoring student attendance closely and following up with parents.
- Rewarding improvement in attendance for students displaying chronic ad patterned absenteeism.
- Contacting parents/caregivers to celebrate improved attendance.
- 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 image shows a search form titled "Find a school" with 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 labeled "SEARCH" at the bottom.

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.