

Greenvale State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2015 School Annual Report for Greenvale State School. At Greenvale State School we are committed to providing an education that includes developing intellectual, social, emotional, physical and psychological success on a daily basis. Our school values are I am Safe, I am Respectful and I am a Learner. They underpin everything we do at Greenvale State School.

Staff at Greenvale are caring, experienced and committed to meeting the individual needs of every child, and to creating a happy, secure environment in which we can all 'grow and learn together'. We acknowledge our role in preparing children for the future and we are proud of our commitment to ensuring that every day, in every classroom, every child is learning and achieving.

Greenvale State School is a co-educational school and a committed member of the Dalrymple Alliance Group. This alliance is a cluster of small schools within the district that believe there are many advantages to being educated in a small rural multi-age school. The schools work together to create and maintain sustainable programs, which foster life-long learners who have developed effective academic and social skills. We value a shared approach to curriculum, teaching, assessment and reporting and partnerships between district schools and their communities. The school works together with its local community to create and maintain sustainable structures which foster lifelong learners who have developed appropriate academic and social skills.

The 2015 School Annual Report provides information and data relating to the performance of Greenvale State School over the past 12 months. Curriculum, Social Climate, Satisfaction and Staffing are just some of the areas that will be more explicitly discussed.

To ensure this report is shared throughout the community of Greenvale (especially for those that do not have internet access), hard copies are available on request.

School progress towards its goals in 2015

Key Priority	Achievement in 2015	2015 Aim
Implement the Australian Curriculum	<ul style="list-style-type: none"> Reviewed and aligned the Whole-school Curriculum Assessment and Reporting with QCARF and the Australian Curriculum. Implemented the Australian Curriculum for English, Mathematics, Science, Geography and History. Implemented QCARF for: The Arts, Technology and Health and PE. 	All

	<ul style="list-style-type: none"> Embedded the Teaching and Learning Cycle in English, Maths, Science, History, Geography, The Arts, Technology and Health and Physical Education (HPE). 92% of students achieved a C or above in English, Mathematics and Science. 	75% students achieve above a C in English, Mathematics and Science
	<ul style="list-style-type: none"> Built student and teacher clarity of the curriculum to create assessment literate students. Embedded know and do tables and curriculum unpacking to ensure teachers and students had clarity around the teaching and learning. 	100%
	<ul style="list-style-type: none"> Embedded P-12 curriculum, assessment and reporting framework. Embedded targets and goal setting for all students in English, Mathematics and Science on learning walls, data walls and data books. 	All
	<ul style="list-style-type: none"> Actively participated in collaborative planning of QCAR subject units across Dalrymple Alliance of Schools. 	Completed and uploaded to share point.
	<ul style="list-style-type: none"> Set individual student reading goals at the start of each term, based upon individual reading skill development. Implemented the Great Results Guarantee agreement. Embedded 5 week STDC for reading, using PM or PROBE Testing. Formulated individual student areas of development and used this data to drive guided and modelled reading groups. 	Regional Benchmarks for PROBE and PM.
	<ul style="list-style-type: none"> Embedded Incentive Program to promote reading (25, 50, 75, 100 nights of reading rewards). Purchased and implement 'Reading Eggs' use at school and at home. 	Awards for students achieving 25, 50, 75, 100 night of reading
Ensure differentiation for Students with Disabilities (SWD)	<ul style="list-style-type: none"> Discussed/ Developed/ Implemented /Reviewed ICP's for the students with disabilities with parents/ teachers/ GO. Implemented Individual Curriculum Plans (ICP) for identified students. Updated ICP's every semester. 	<ul style="list-style-type: none"> Developed Implemented Reviewed
Combined focus on the development of student capability and improvement Writing	<ul style="list-style-type: none"> Embedded writing strategies using Seven Steps to Writing as a Whole-school approach. Instructional Walk through completed every term and written feedback provided to teachers. Annual Performance Reviews for all staff completed. 	Embedded in all classes. All staff reviewed.
Teaching and learning discipline audit	<ul style="list-style-type: none"> Apply recommendations from Teaching and Learning and a Discipline audit : Continued to develop and build partnerships with Indigenous families. Continued to develop student goal setting to focus students on specific learning behaviours. Continued to publicly celebrate student, teacher and parent effort when regional benchmarks are attained. Implemented targeted Professional Learning for staff to support numeracy learning being the next focus of Whole-school development. Explored processes that include feedback from parents and students on the effect of school operations. Communication Book, Data Notebook and Student Profile implemented. Continued the range of written and visual feedback on student bookwork. 	All
School Pedagogical Framework	Embedded Greenvale's State School Pedagogical Framework based on Explicit Instruction which articulates the school's approach to teaching for new teaching staff across all KLA'S.	<ul style="list-style-type: none"> Continued Implementation Embedded
High quality teaching focussed on the achievement of every student	<ul style="list-style-type: none"> Developed explicit and achievable student goals and targets. Reviewed and updated these regularly and shared with parents/caregivers through communication books. Embedded the curriculum intent within practice. Embedded Whole-school use of data walls for Putting Faces on the Data. Designed and implement Short Term Data Cycles (STDC) for Numeracy and Literacy. 	<ul style="list-style-type: none"> All Developed Implemented Embedded Implemented
	<ul style="list-style-type: none"> Provided quality, targeted professional development which is aligned to school priority areas and according to staff needs and student learning. 	100%

Implement Great Results Guarantee	Continued to improve reading outcomes for students across all year levels. Purchased Red Levelled Literacy Kit, additional Teacher Aide hours and SSP resources.	Students achieving regional set targets in PM and PROBE
Build the capacity of our staff across a range of professional competencies	<ul style="list-style-type: none"> Continued to engage in Principals' Capability and Leadership Framework. Negotiated PPDP with Assistant Regional Director. Participated in Dalrymple Professional Learning Community to develop a feedback and coaching culture within the school and develop a school based and cluster aligned coaching and feedback model. Continued to engage all staff in Developing Performance Framework Plan. 	<ul style="list-style-type: none"> Developed Implemented Completion Attend every meeting
Improve Student outcomes in Reading	<ul style="list-style-type: none"> Implemented and embedded a consistent set of decoding and comprehension strategies using Speech Sound Pics and Beanie's Comprehension Strategies. Embedded a Whole-school reading programme with the inclusion of the Beanie's Reading and comprehension strategies and SSP as a Whole-school approach. Weekly focus on strategies. 100% of students reading at or above NMS in NAPLAN. 	85% of children reading at or above NMS
Strengthen partnerships between the school and wider community to promote the school as a quality education facility	<ul style="list-style-type: none"> Developed and implemented Parent and Community Framework. Implemented weekly eKindy in the school one day per week. Promote shared understandings around the Early Start resources. Hosted community and cluster events including Dalrymple Cluster Swimming Carnival, Under 8's Day, Book Fair, Remembrance Day, ANZAC day, Interhouse Athletics and Swimming Carnivals, Christmas Concert. Continued to maintain School website to ensure up to date information is available. Published the Greenvale Newsletter, and contribute to The Miner (local newspaper) to ensure it contains information regarding school and community events. Publicly celebrated student, teacher and parent effort when regional benchmarks are attained. Provided information sessions regarding strategies and information on improving student outcomes and attendance. 	Once a term 100%
Create a safe, supportive and positive environment for whole school community	<ul style="list-style-type: none"> Continued to embed Responsible Behaviour Plan for the school. Continued to promote School-Wide Positive Behaviour Support promoted through a weekly behaviour focus on assembly and in all school environments. 	100%
Attendance	<ul style="list-style-type: none"> Embedded expectation of 'Every Day Counts' and 'Miss a day, miss out on the Big Ideas'. Improved school attendance rates, with Every Day Counts materials through newsletters, P&C Meetings, noticeboards and with students. Overall attendance rate for 2015 was 92%. 	End of Year Attendance 93%
Supportive school environment	<ul style="list-style-type: none"> Continued to build student and staff learning and wellbeing through supportive practices using Better Buddies and staff morning teas and birthday celebrations. Parent & Community Engagement Framework. 	100%

Future outlook 2016

Greenvale State School's Sharp Focus: Continued reading improvement.

Greenvale State School's Narrow Focus: Writing and Numeracy

Department of Education Training and Employment Strategic Plan 2014-2018

- Successful Learners
- Great People
- High Standards
- Engaged Partners

Every Student Succeeding State School's Strategy 2014-2018

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

NQR Key Drivers 2016

- Building Principal and other school leader's instructional leadership within each school
- Building the capability of every teacher and leader to be an expert in the teaching of reading
- Developing sophisticated collaboration between individual schools and regions
- Systematic delivery of curriculum, teaching and assessment across a school site.

Key Strategic Objectives:

- Improve student attendance
- Create a safe supportive and positive environment for whole school community
- Improve student outcomes – Reading, Writing and Numeracy

School Core Learning Priorities:

- Establish student goals and targets
- Provide Coaching and feedback to staff
- Embed P-12 curriculum, assessment and reporting framework
- Build the social capacity of our staff across a range of professional competencies

Greenvale State School's 2016 Annual Implementation Plan's key areas are as follows:**Successful Learners**

- Review, update and embed Whole-school Literacy Plan.
- Implement and embed the key initiatives of Explicit Instruction and Gradual Release of Responsibility.
- Sustain base line data collection through Whole-school Data Plan.
- Sustain 5 week data cycle collection.
- Develop, implement and embed focused literacy blocks focused on writing incorporating spelling, grammar, punctuation and vocabulary.
- Develop, implement and embed Whole-school Numeracy Plan.
- Conduct analysis of diagnostic data to target and improve numeracy outcomes.
- Develop, implement and embed numeracy block.

Teaching Quality

- Investigate, implement and embed high yield strategies.
- Maintain Dalrymple Alliance curriculum development planning and moderation.
- Implement and embed Prep – Year 6 Curriculum Planning Overview.
- Build teachers' capacity to use OneSchool platforms.
- Lead and engage teachers Quality Teaching and Learning (planning, teaching, assessment and moderation).
- Build and embed teacher knowledge of how to enhance curriculum differentiation.
- Extend, refine and embed coaching and mentoring strategies using Australian Professional Standards for Teachers.
- Develop, implement and embed Whole-school professional learning plan.
- Provide staff with ongoing feedback through the teacher review process.
- Implement and embed the Gradual Release Effective Model for Teaching.
- Review, develop, implement and embed Individual Curriculum Plans (ICP) for students who are accessing learning 'above' or 'below' their year level.
- Implement and embed Curriculum to Classroom (C2C) resources and Dalrymple Alliance Multi-years Action Plan.

Principal Leadership and Leadership Team

- Develop and refine leadership attributes of the Principal using Performance and Capability Framework indicators and the Australian Standards for Principals.
- Engagement and focused leadership learning through participation in Dalrymple Alliance and Regional Principal Learning communities (PLC's)
- Develop and embed the skills of teachers using Australian Institute for Teaching and School Leadership (*aitsl*) Performance and Capability Framework.
- Ensure curriculum planning processes for year level unit plans are monitored and supervised and include attention to identifying students for differentiation.
- Develop, implement and embed School Quality Teaching and Learning.
- Develop, implement and embed the Staff Learning Wall.
- Develop, implement and embed Induction Program for new staff unique to Greenvale State School's situation.

School Performance

- Review, implement and embed the Whole-school Data Plan.
- Collect, collate and analyse all student summative and diagnostic data in OneSchool.

- Review, create and embed a rubric to raise teaching staff's consistence in assessing student effort and behaviour on semester report cards.
- Review and update the school's rewards system to ensure that frequency, distribution and transparency add to the consistency and effectiveness of these systems.
- Review and embed Responsible Behaviour Plan for Students (RBP4S).
- Systematically identify, clearly communicate and reward the values that will strengthen the school's positive culture.
- Review and refine the school's attendance.
- Review, implement and embed case management processes and strategies to improve student outcomes.

School and Community Engagement / Solid Partners, Solid Futures

- Strengthen existing relationships between school and stakeholders.
- Continue to actively involve Parents and Citizens (P&C) Association.
- Develop, implement and embed a process to ensure the resources from external agencies are maximised to support the needs of identified students.
- Expand the network of support for parents by providing up skilling opportunities for supporting their children in literacy, numeracy and attendance.
- Review and expand pre-prep and Junior – Secondary Transition Program.
- Provide opportunities for staff to develop knowledge of culturally appropriate teaching and learning strategies by engaging local Aboriginal and Torres Strait Islander community groups.
- Strengthen partnerships with local Indigenous groups through the Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIP).

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	36	20	16	5	94%
2014	39	18	21	2	100%
2015	33	15	18	5	78%

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 2015, there were no students enrolled in the 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:

We have a current enrolment of 31 students, who are supported by a Teaching Principal and two full time teachers, with support staff and volunteers. Greenvale State School delivered a part-time 1 day per week eKindy Program in alliance with Brisbane Distance Education. In term 2, 2016 Greenvale State School became a Remote Kindy Pilot Program School. We now delivery a full 15 hours per week Kindergarten Program. We currently have 4 students enrolled in our Kindy Program. Two of our students are of Indigenous heratiage. Families are from cattle stations in the surrounding areas, contract working families and Geenvale based families. Our school is complimented by an active Parents and Citizens Association and enjoys the support of the whole community. A school prospectus is available to all new parents or community members.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	13	10
Year 4 – Year 7 Primary			
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	2	0
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.

Curriculum delivery

Our approach to curriculum delivery

Greenvale State School offers a curriculum that is based on the Australian Curriculum and the QCAA Essential Learning's. Students in Year 5 and 6 have the opportunity to learn LOTE (Languages Other Than English), which is Japanese. We also give the students the opportunity to participate in online learning activities through the School of Distance Education to further develop their skills in reading and writing. Learning support and intervention/extension for students who are not reaching or are excelling in literacy and numeracy benchmarks.

Extra curricula activities

- Education excursions and camps
- Community events e.g. ANZAC Day
- Dalrymple Alliance Sport
- Interhouse Sport
- NQ Sports Day
- Under 8's Day
- State Education Week Celebrations
- Sporting Schools Skill Development
- Charters Towers Show
- Music and Dance
- Various school projects and excursions funded through RREAP.
- Book Week
- NAIDOC Week

How Information and Communication Technologies are used to improve learning

Greenvale State School has a mobile computer lab which is equipped with laptop computers, desktop computers and I pads. Technologies are used to assist learning and enhance student outcomes in literacy, numeracy, science, technology and all other Key Learning Areas.

- Differentiation of Learning for students with disabilities: Clicker Docs, Clicker Sentences and Notability.
- STEM development of coding and programming through technology.
- Research information from the internet.
- Gather data, including digital images.
- Prepare and present information using generic software applications including Microsoft Word, PowerPoint, iMovie and Publisher.
- Share information using email.
- Learn through programs on the computer such as, Reading Eggs and Mathletics.
- Staff use computers and peripherals and prepare student work, enhance lessons and record and report student progress.

Social Climate

Greenvale State School has a dedicated and enthusiastic staff who work hard to improve student learning and positive outcomes for all students. The school works in close collaboration with support specialists including the Guidance Officer, Speech Pathologist, Occupational Therapist, Physiotherapist and other key educational support staff to enable the best support for our students. We have a supportive and happy atmosphere at our school and students feel safe and enjoy coming to school.

Bullying and unfair treatment is not tolerated at Greenvale State School. Our Responsible Behaviour Plan is strictly adhered to and students are happy to come to school.

We thank the parents and students who responded to our request for their opinions and we take them seriously at Greenvale State School. For many years, both statistical and anecdotal evidence has indicated a high level of student, parent and teacher satisfaction with the operations of Greenvale SS. Feedback has been both supportive and constructive, with suggestions for improvement. This constant striving for improvement is a strong motivator for all at Greenvale.

The figures below are a snapshot from our latest Client Opinion Surveys. If you would like further information in this area, please contact the Principal.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	70%	100%	80%
this is a good school (S2035)	80%	100%	75%
their child likes being at this school (S2001)	91%	100%	80%
their child feels safe at this school (S2002)	91%	100%	60%
their child's learning needs are being met at this school (S2003)	73%	100%	80%
their child is making good progress at this school (S2004)	80%	100%	60%
teachers at this school expect their child to do his or her best (S2005)	70%	100%	80%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	73%	100%	80%
teachers at this school motivate their child to learn (S2007)	73%	100%	75%
teachers at this school treat students fairly (S2008)	67%	100%	40%
they can talk to their child's teachers about their concerns (S2009)	90%	100%	80%
this school works with them to support their child's learning (S2010)	82%	100%	80%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	64%	100%	60%
student behaviour is well managed at this school (S2012)	91%	100%	60%
this school looks for ways to improve (S2013)	80%	100%	100%
this school is well maintained (S2014)	80%	100%	60%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	77%	100%	95%
they feel safe at their school (S2037)	92%	89%	100%
their teachers motivate them to learn (S2038)	92%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	85%	100%	100%
teachers treat students fairly at their school (S2041)	85%	100%	95%
they can talk to their teachers about their concerns (S2042)	83%	100%	83%
their school takes students' opinions seriously (S2043)	85%	100%	100%
student behaviour is well managed at their school (S2044)	100%	100%	84%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	92%	100%	95%
their school gives them opportunities to do interesting things (S2047)	85%	100%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	88%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	75%	100%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	80%
students are encouraged to do their best at their school (S2072)	88%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	88%	100%	100%
staff are well supported at their school (S2075)	88%	100%	88%
their school takes staff opinions seriously (S2076)	88%	100%	100%
their school looks for ways to improve (S2077)	88%	100%	100%
their school is well maintained (S2078)	88%	100%	100%
their school gives them opportunities to do interesting things (S2079)	88%	100%	100%

'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

Involving parents in their child's education

We value the participation of parents in all aspects of our school. Through this partnership we journey together towards the achievement of our vision. The parents of Greenvale State School are very involved in our Parents and Citizens Association. At our monthly meetings, parents play a big part in making decisions about the school, along with the Principal and staff. Parents are also invited to contact the school any time for interviews about their child's progress. We hold two parent teacher interviews per year, with many parents opting to discuss their child's progress more regularly with the teacher, in either formal or informal conversations.

Reducing the school's environmental footprint

Greenvale State School makes a significant effort to minimise our effect on the local and broader environments through participation in activities and educational endeavours that target the general topic of sustainability. The Australian Curriculum has built into them elements of sustainable practice across all year levels. Our solar panels help to reduce electricity usage and we turn off the lights and fans when we are not in the classroom. Cleaners use air blowers instead of water for cleaning covered play areas.

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	24,591	2,561
2013-2014	27,104	4,250
2014-2015	24,526	5,068

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

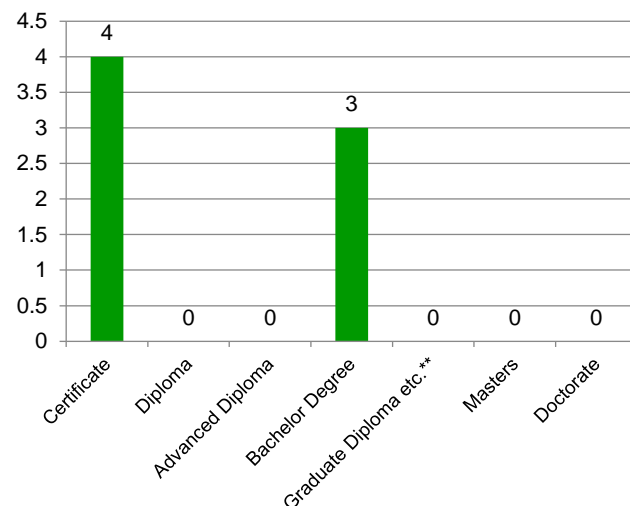
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	6	<5
Full-time equivalents	3	5	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	4
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	7



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$1001.13

The major professional development initiatives are as follows:

- Pedagogical Framework (Gradual Release Model)
- AIP agenda
- Speech Sound Pics Training
- FISH Philosophy
- Walkthroughs
- Principal Conferences
- Dalrymple Alliance Cluster and PLC Meetings and walk throughs.
- Pedagogical Framework including Explicit Teaching Model
- Clicker Sentences and PODD PD
- Speech
- Reading Workshop
- Unpacking C2C Reading and Writing Demands
- Fountas and Pinnell Reading Groups
- Numeracy Focus
- Use Benchmarks to compare magnitude.
- Analysing PAT Data
- OneSchool Training
- Finance Training
- Quality Teaching and Learning

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	100%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 67% of staff were retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	79%	85%

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

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

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

	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
2013	88%	87%	90%	95%	93%	91%	94%	92%					
2014	93%	89%	92%	92%	89%	91%	92%	98%					

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

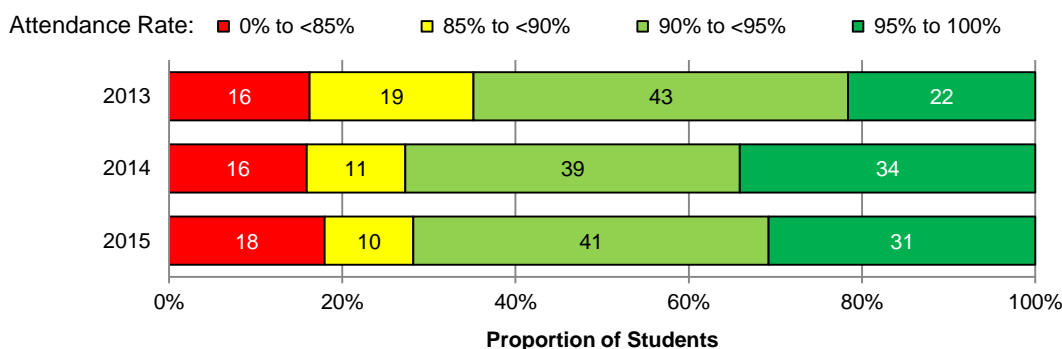
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	96%	89%	95%	91%	90%	94%						

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

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

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

At Greenvale State School, rolls are marked in the morning and after second lunch. Parents are required to notify a staff member, before or within two days of the student absence. Greenvale State School follows DET policies in Managing Absences.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

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Government

Non-government

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

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