

Greenvale State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2013 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 is what we consider on a daily basis. Our school values are I am Safe, I am Respectful, I am a Learner, 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 communities to create and maintain sustainable structures which foster lifelong learners who have developed appropriate academic and social skills.

The 2013 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.

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School progress towards its goals in 2013

Key Priority	Achievement in 2013	Aim in 2013
Implement the Australian Curriculum in English, Maths, Science and History through utilising the C2C resources whilst focusing on ensuring curriculum differentiation occurs as required for all students.	Successfully implemented the Australian Curriculum through the use of C2C resources	Continue to implement the Australian Curriculum (revised editions) through the use of C2C resources
Within the cluster develop and implement an exceptional set of curriculum documents which address the remaining KLA's (SOSE, Arts, Technology and Health) curriculum	Successfully implemented cluster developed units of work. Developed a feedback process for these units.	Continue to implement cluster developed units of work with focus on feedback to writers
Improve Student Outcomes in Writing	All staff attended Seven Steps to Writing Professional Development	Implemented the 7 Steps Writing Program
Parent and Community Engagement Framework	Developed Parent and Community Engagement Framework	Implemented Parent and Community Engagement Framework
Learning and Wellbeing Framework	Developed Learning and Wellbeing Framework	Implemented Parent and Community Engagement Framework
Implement consistent pedagogical practice – Pedagogical Framework	Developed Greenvale State School Pedagogical Framework.	Implemented Greenvale State School Pedagogical Framework.
Strengthen Partnerships with Cluster Schools	Greenvale State School has continued to work alongside our cluster schools to develop and implement curriculum as well as participate in Interschool sporting events and other incursions and fun days	Greenvale State School will continue to participate with our cluster schools in Interschool events, incursions, fun days and camps in 2014.

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Future outlook

Department of Education Training and Employment Strategic Plan 2013-2017

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

United in our Pursuit of Excellence 2012-2016

- Reading
- Writing, including spelling, grammar and punctuation
- Numeracy
- Science
- Attendance, retention, attainment and transition of students at key junctures
- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students

NQ Regional Priorities 2014

- Reading
- Attendance and Retention
- Closing the Gap
- Enhancing Leadership Development at all levels
- Promoting quality teaching and learning in classrooms

Key Strategic Objectives:

- Improve student attendance
- The school creates a safe supportive and positive environment for whole school community
- Improve student outcomes – Reading, Writing and Number
- Close the GAP – Develop EATSIP Plan

School Core Learning Priorities:

- Short term data cycles
- Establish student goals and targets
- Provide Coaching and feedback to staff
- Review School Responsible Behaviour Plan
- Renew School website

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	31	19	12	89%
2012	39	24	15	100%
2013	36	20	16	94%

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

Characteristics of the student body:

We have a current enrolment of 38 students, who are supported by a teaching principal and two full time teachers, with support staff and volunteers. Four our students are of Indigenous background. Families are from cattle stations in the surrounding areas, as well as families who are contract workers. 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		
	2011	2012	2013
Prep – Year 3	17	16	16
Year 4 – Year 7 Primary	11	16	
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Greenvale State School offers a curriculum that is based on the Australian Curriculum and the QCAR Essential Learning's. Students in Year 6 & 7 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
- NQ Sports Day
- Under 8's Day
- State Education Week Celebrations
- Interschool sporting carnivals
- Various school projects and excursions funded through RREAP.

How Information and Communication Technologies are used to assist learning

Greenvale State School has a computer lab which is equipped with laptop/desktop computers. Technologies are used to assist learning and enhance student outcomes in literacy and numeracy.

- Research information from the internet,
- Gather data, including digital images,
- Prepare and present information using generic software applications including Microsoft Word, PowerPoint 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,
- Pads are used in all Key Learning Areas to enrich lessons.

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, 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.

Parent, student and staff satisfaction with the 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.

Our school at a glance

Performance measure (Nationally agreed items shown*)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	70%
this is a good school (S2035)	100%	80%
their child likes being at this school* (S2001)	100%	91%
their child feels safe at this school* (S2002)	100%	91%
their child's learning needs are being met at this school* (S2003)	92%	73%
their child is making good progress at this school* (S2004)	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	70%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	73%
teachers at this school motivate their child to learn* (S2007)	100%	73%
teachers at this school treat students fairly* (S2008)	92%	67%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%
this school works with them to support their child's learning* (S2010)	100%	82%
this school takes parents' opinions seriously* (S2011)	92%	64%
student behaviour is well managed at this school* (S2012)	100%	91%
this school looks for ways to improve* (S2013)	92%	80%
this school is well maintained* (S2014)	85%	80%

Performance measure (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	86%	77%
they feel safe at their school* (S2037)	100%	92%
their teachers motivate them to learn* (S2038)	100%	92%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	85%
teachers treat students fairly at their school* (S2041)	93%	85%
they can talk to their teachers about their concerns* (S2042)	93%	83%
their school takes students' opinions seriously* (S2043)	100%	85%
student behaviour is well managed at their school* (S2044)	100%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	92%
their school gives them opportunities to do interesting things* (S2047)	100%	85%

Our school at a glance

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

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	12,364	2,170
2011-2012	12,876	1,694
2012-2013	24,591	2,561

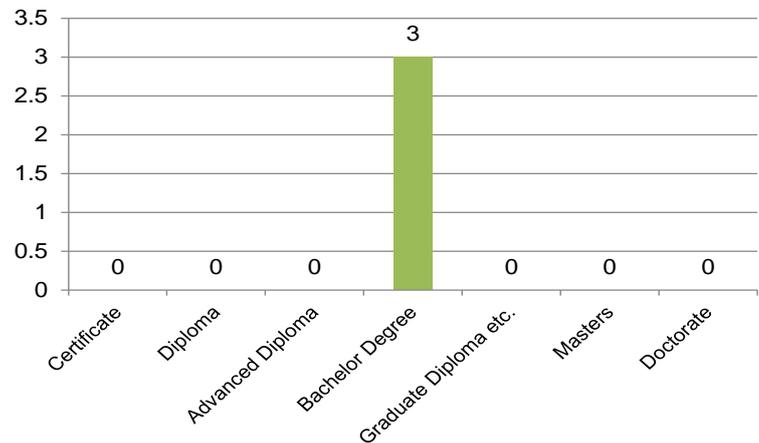
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	3	6	0
Full-time equivalents	3	3	0

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



* 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 2013 were \$ 2,1773.00

The major professional development initiatives are as follows:

LibCode

First Aide

7 Steps in Writing

Cleaners Training

Students with Disabilities

Budget Module Training

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 100%

Average staff attendance	2011	2012	2013
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, -3% of staff was retained by the school for the entire 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	90%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

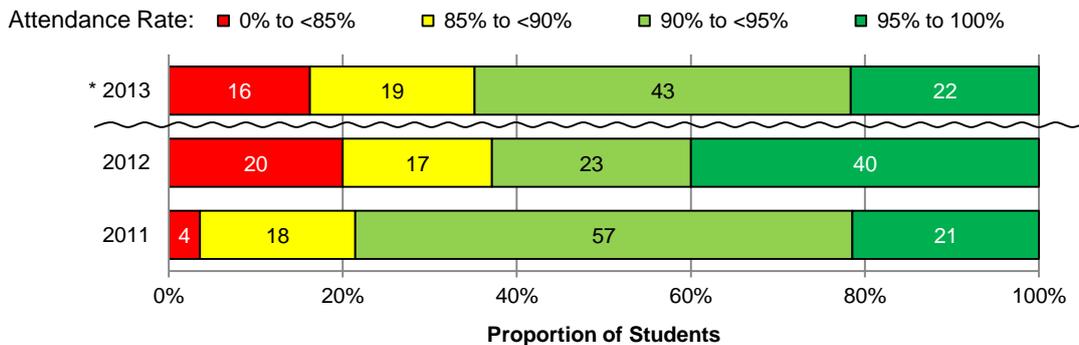
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	94%	91%	92%	92%	95%	94%					
2012	90%	97%	96%	89%	92%	80%	85%					
2013	87%	90%	95%	93%	91%	94%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

At Greenvale State School we are continually embedding Indigenous Perspectives in all learning areas. We are working towards 'Closing the Gap' through explicit teaching and following educational initiatives and agendas.

