

Greenvale State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2014 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 2014 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 2014

| Key Priority | Achievement in 2014 | Aim in 2014 |
|--|--|--|
| Improve student attendance | <ul style="list-style-type: none"> Semester 1 2014 attendance rate 91.5% Semester 2 2014 attendance rate 90%. This was an overall improvement on 2013 attendance rates. | Our attendance rate aim in 2014 was 95%. |
| Create a safe supportive and positive environment for whole school community | <ul style="list-style-type: none"> Greenvale SS implemented a SWPBS matrix in conjunction with a Responsible Behaviour Plan. Each week our school has a different behaviour focus to promote a safe and supportive environment at school. | <ul style="list-style-type: none"> Implement Responsible Behaviour Plan for the school. Implement SWPBS matrix based on SWPBS strategies Engage students in a positive behaviour management program each term and promote safe and supportive environments at school School-Wide Positive Behaviour Support promoted through weekly behaviour focus on assembly and in all school environment. |

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| | | |
| <p>Improve student outcomes – Reading, Writing and Number</p> | <ul style="list-style-type: none"> Whole School Reading Programme implemented, incorporating Beanie’s Reading and Comprehension Strategies. Individual reading goals and reading skill development monitored by 10 week short term data cycles using PM reading test kit and PROBE to monitor student progress. Great Results Guaranteed was used to purchase Reading Eggs and Levelled Literacy Intervention Reading Kits. | <ul style="list-style-type: none"> Use a consistent set of decoding and comprehension strategies including Beanie’s strategies For all teachers and teacher aides to model, articulate and monitor Develop and implement a whole school reading programme with the inclusion of the Beanie’s Reading and comprehension strategies as a whole school approach. Weekly focus on weekly strategies. Set individual student reading goals at the start of each term, based upon individual reading skill development. Students tested on PM Running Records/Probe at least once a term. Formulate individual student’s areas of development and use this data to drive guided and modelled reading groups. Implement the Great Results Guarantee agreement. Purchase and implement ‘Reading Eggs’ |
| <p>Close the GAP – Developing EATSIP Plan</p> | <ul style="list-style-type: none"> Greenvale SS has revised the Acknowledgement to Country Script and Mr Harry Gertz an Indigenous Elder of our area has granted the School Leaders to read in his absence at our weekly parade. The Australian, Aboriginal and Torres Strait Flags are raised together each day. Strong partnerships have been made with the traditional people of our area the “Gugu Badhun People” and some indigenous culture has been shared through art, cultural days and teachings. Naidoc week has been celebrated and supported by our local traditional elders. Indigenous Literary Resources are utilised where possible throughout the C2C curriculum delivery. | <ul style="list-style-type: none"> School has EATSIPS agenda embedded in every staff meeting and in all school planning. Students delivering acknowledgement at assembly and special events. Relevant and appropriate resources used in units of work Elders participating in key events. School participating in local community events. All students will have a learning plan. Relevant Aboriginal and Torres Strait Islander perspectives are embedded. All staff are trained in a number of Crossing Cultures modules. Staff have knowledge and understanding regarding protocols for Indigenous people. |
| <p>Short term data cycles</p> | <ul style="list-style-type: none"> Short term data cycles have been developed and tracked using data walls and student data books. Short term data cycles have been implemented for reading, number facts, sight words and spelling. 76.5% of students gained a C standard or higher in English. 91% of students gained a C standard or higher in English. | <ul style="list-style-type: none"> Our overall academic outcome aim for 2014 was that 70% students received a C standard or higher in Maths and English |
| <p>Establish student goals and targets</p> | <ul style="list-style-type: none"> Individual Students have developed a Data Book. Students articulate their learning goal and target for English and Mathematics. Achievement Outcomes are also collected in this book. | <ul style="list-style-type: none"> Implement Student Goals and Targets Book. |
| <p>Provide Coaching and feedback to staff</p> | <ul style="list-style-type: none"> Greenvale SS has continued to engage in Principal’s Capability and Leadership Framework. Principals have negotiated PPDP’s with the Assistant Regional Director. We have continued to engage all staff in the Developing Performance Framework Plane. Greenvale SS has implemented the NQR Improving Classroom Instruction based upon the Australian Professional Standards for Teachers. We have provided targeted professional development for all staff which align with the school’s priority areas and staff needs. Greenvale SS regularly participates in the Dalrymple | <ul style="list-style-type: none"> Continue to engage in Principals’ Capability and Leadership Framework. Negotiate PPDP with Assistant Regional Director Continue to engage all staff in Developing Performance Framework Plan Implement the NQR Improving Classroom Instruction based upon the Australian Professional Standards for Teachers Provide quality, targeted professional development which is aligned to school priority areas and according to staff needs. Participate in Dalrymple Professional Learning Community to develop a feedback and coaching culture within the school and develop a school |

| | | |
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| | Professional Learning Community to develop a feedback and cluster aligned coaching and feedback model. Staff competency in Data Analysis has been developed and coaching, mentoring and feedback to all teachers has been designed and implemented. | <p>based and cluster aligned coaching and feedback model.</p> <ul style="list-style-type: none"> • Develop Staff competency in Data Analysis • Develop, document and implement processes and practices for coaching, mentoring and feedback to all teachers |
| Review School Responsible Behaviour Plan | <ul style="list-style-type: none"> • Greenvale SS implemented a SWPBS matrix in conjunction with a Responsible Behaviour Plan. Each week our school has a different behaviour focus to promote a safe and supportive environment at school. | <ul style="list-style-type: none"> • Implement Responsible Behaviour Plan for the school. • Implement SWPBS matrix based on SWPBS strategies. |
| Renew School website | <ul style="list-style-type: none"> • The Greenvale SS website has been updated. | <ul style="list-style-type: none"> • Renew School Website. |

Future outlook

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 2015

- 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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 39 | 24 | 15 | 100% |
| 2013 | 36 | 20 | 16 | 94% |
| 2014 | 39 | 18 | 21 | 100% |

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

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. Four of our students are of Indigenous background. 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 | | |
|----------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 16 | 16 | 13 |
| Year 4 – Year 7 Primary | 16 | | |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 0 | 0 | 2 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions [#] | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 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 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 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
- iPads 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, 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 | 2012 | 2013 | 2014 |
|--|------|------|------|
| Percentage of parent/caregivers who agree# that: | | | |
| their child is getting a good education at school (S2016) | 100% | 70% | 100% |
| this is a good school (S2035) | 100% | 80% | 100% |
| their child likes being at this school* (S2001) | 100% | 91% | 100% |
| their child feels safe at this school* (S2002) | 100% | 91% | 100% |
| their child's learning needs are being met at this school* (S2003) | 92% | 73% | 100% |
| their child is making good progress at this school* (S2004) | 100% | 80% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 70% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 73% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 73% | 100% |
| teachers at this school treat students fairly* (S2008) | 92% | 67% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 90% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 82% | 100% |
| this school takes parents' opinions seriously* (S2011) | 92% | 64% | 100% |
| student behaviour is well managed at this school* (S2012) | 100% | 91% | 100% |
| this school looks for ways to improve* (S2013) | 92% | 80% | 100% |
| this school is well maintained* (S2014) | 85% | 80% | 100% |

| Performance measure | 2012 | 2013 | 2014 |
|---|------|------|------|
| Percentage of students who agree# that: | | | |
| they are getting a good education at school (S2048) | 100% | 100% | 100% |
| they like being at their school* (S2036) | 86% | 77% | 100% |
| they feel safe at their school* (S2037) | 100% | 92% | 89% |
| their teachers motivate them to learn* (S2038) | 100% | 92% | 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) | 100% | 85% | 100% |
| teachers treat students fairly at their school* (S2041) | 93% | 85% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 93% | 83% | 100% |
| their school takes students' opinions seriously* (S2043) | 100% | 85% | 100% |
| student behaviour is well managed at their school* (S2044) | 100% | 100% | 100% |
| their school looks for ways to improve* (S2045) | 100% | 100% | 100% |
| their school is well maintained* (S2046) | 100% | 92% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 85% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 88% | 100% |
| they feel that their school is a safe place in which to work (S2070) | | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | | 75% | 100% |
| students are encouraged to do their best at their school (S2072) | | 88% | 100% |
| students are treated fairly at their school (S2073) | | 100% | 100% |
| student behaviour is well managed at their school (S2074) | | 88% | 100% |
| staff are well supported at their school (S2075) | | 88% | 100% |
| their school takes staff opinions seriously (S2076) | | 88% | 100% |
| their school looks for ways to improve (S2077) | | 88% | 100% |
| their school is well maintained (S2078) | | 88% | 100% |
| their school gives them opportunities to do interesting things (S2079) | | 88% | 100% |

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

'Agree' represents the 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.

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 |
| 2011-2012 | 12,876 | 1,694 |
| 2012-2013 | 24,591 | 2,561 |
| 2013-2014 | 27,104 | 3,270 |

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.

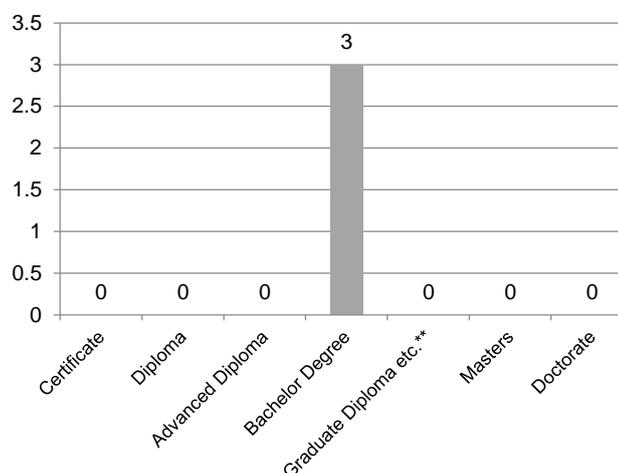
Our staff profile

Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 3 | 6 | 0 |
| Full-time equivalents | 3 | 4 | 0 |

Qualification of all teachers

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



*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 2014 were \$3500.00.

The major professional development initiatives are as follows:

- Pedagogical Framework (Gradual Release Model)
- AIP agenda
- Lift PD
- FISH Philosophy
- Walkthroughs
- Principal Conferences
- Dalrymple Alliance Cluster and PLC Meetings and walk throughs.
- Engineering the classroom environment whole-school in-service
- Pedagogical Framework including Explicit Teaching Model
- Clicker Sentences and PODD PD
- Speech
- Reading Workshop
- Writing Mini Workshop
- Unpacking C2C Reading and Writing Demands
- Fountas and Pinnell Reading Groups
- Numeracy Focus
- Observing multiliteracy classroom NUMERACY WORKSHOP – Fractions and Decimals
- NUMERACY WORKSHOP Apply George Polya's problem solving Technique, Sequence Multi Step Problems, 2D and 3D Shapes, Diagrams and Graphs
- Use Benchmarks to compare magnitude.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

| Average staff attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 100% | 99% | 100% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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 | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 90% | 90% | 91% |

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

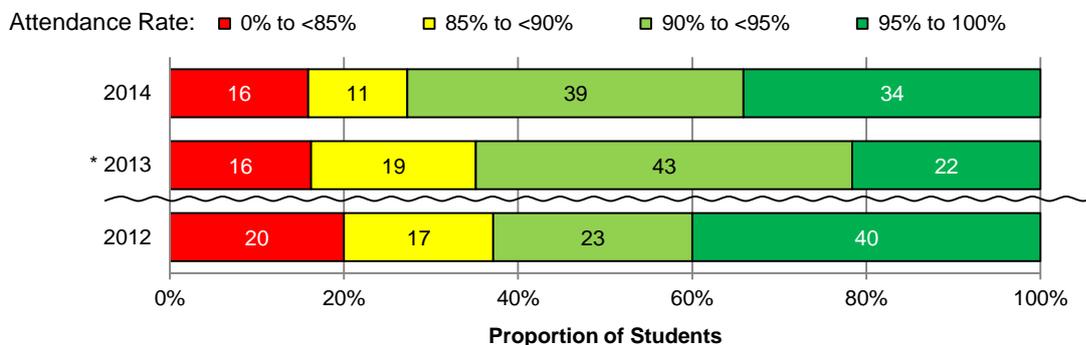
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2012 | 90% | 97% | 96% | 89% | 92% | 80% | 85% | | | | | |
| 2013 | 87% | 90% | 95% | 93% | 91% | 94% | 92% | | | | | |
| 2014 | 89% | 92% | 92% | 89% | 91% | 92% | 98% | | | | | |

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

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 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.