



Greenvale State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Greenvale State School is a co-educational facility and provides quality education for students from Prep to Year Seven. The school provides a very effective Teaching and Learning program across all Key Learning Areas with curriculum plans that are drawn from Education Queensland's Curriculum, Assessment and Reporting Framework. Greenvale State School has a positive reputation in the education and wider community for very distinctive reasons which include extra Curricula activities that are of genuine value. The maximisation of student's core learning time is of highest priority and has contributed to the school's excellent student results in Literacy and Numeracy. The quality educational programs are based on Literacy and Numeracy and equitable access is expected and distance is no barrier to the provision of a quality, educational service.

Principal's Foreword

Introduction

Welcome to the 2017 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 for all students. 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 2018 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 2017

Key Priorities	2017 Achievement	2017 Aim
Reading	<ul style="list-style-type: none"> Reviewed, updated and embedded Whole-school Literacy Plan. Embedded literacy block times focussed on reading, based on approaches outlined in the Literacy Action Plan. Embedded Investing for Success agreement. Embedded modelled and guided reading in literacy blocks. Embedded phonemic awareness program Speech Sound Pics (SSP) to support the development of early speech and reading. Embedded student goal setting for students and communicated these with parents and caregivers through the Communication and Achievement Book (CAB). Embedded data walls for PM and PROBE short-term data cycles. Embedded the Australian Curriculum Teaching and Learning Cycle in English, Maths, Science, History, Geography, The Arts, Technology and Health and Physical Education (HPE). Embedded Gradual Release of Responsibility explicit instruction lesson delivery in all classrooms. Embedded use of Know and Do tables, learning walls and assessment literate learners. Sustained short-term data cycles and base line data collection through PAT Testing. 	<ul style="list-style-type: none"> Developed Implemented Embedded
	<ul style="list-style-type: none"> 95% of students achieved a C or above in English, Mathematics and Science. 	<ul style="list-style-type: none"> 93% students achieve above a C in English, Mathematics and Science

	<ul style="list-style-type: none"> • Embedded Incentive Program to promote reading (25, 50, 75, 100 nights of reading rewards). • Purchased and implemented Reading Eggs Program for use at school and at home. • Purchased and implemented the use of Literacy Planet Program at school and at home. 	<ul style="list-style-type: none"> • Awards for students achieving 25, 50, 75, 100 night of reading
Writing	<ul style="list-style-type: none"> • Implemented 6+1 Traits of Writing. • Implemented Tier Two Robust Instruction of vocabulary experience through C2C. • Embedded explicit instruction of early year's handwriting through Casey Caterpillar. 	<ul style="list-style-type: none"> • Implemented
Numeracy	<ul style="list-style-type: none"> • Embedded Whole-school Numeracy Plan. • Embedded numeracy block times and focussed approaches as outlined in the Whole-school Numeracy Plan. • Embedded Investing for Success agreement. • Embedded mental recall warm ups and problem solving approach through utilising the C2C resources. • Sustained base line data collection through PAT Testing. 	<ul style="list-style-type: none"> • Embedded
Attendance	<ul style="list-style-type: none"> • Embedded expectation of 'Every Day Counts' and 'Miss a day, miss out on the Big Ideas' through assembly, newsletters and noticeboards. • Embedded all absences to be notified by parents / carers before or on the same day of absence. 	<ul style="list-style-type: none"> • Embedded
Learning Areas	<ul style="list-style-type: none"> • Embedded Term 2 and Term 4 ICP review. • Embedded consistent processes and expectations of feedback to inform students and parents' of progress within all learning areas. • All ICPs developed and endorsed on OneSchool. • Embedded ACARA through C2C resources for multi-years and band levels. • Maintained use of Dalrymple Alliance multi-years units for Science, Health and PE, Technology and The Arts until C2C resources became available. • Maintained alignment of curriculum through C2C assessment tasks, reporting periods and Dalrymple Alliance moderation each term. 	<ul style="list-style-type: none"> • Embedded
Improving Practice	<ul style="list-style-type: none"> • Embedded Quality Teaching and Learning approach and developed collaborative practices and a shared vision for teaching and learning. • Implemented beginning teachers mentor program. • Completed Principal Professional Development in Fierce Conversations. • Embedded whole staff induction program 	<ul style="list-style-type: none"> • All staff
Curriculum Planning	<ul style="list-style-type: none"> • Embedded collaborative planning, assessment and moderation practices across the school and Dalrymple Alliance. • Developed teacher's use of OneSchool and Classroom Dashboard. • Embedded Learning Walls and CAB book. • Developed teacher's capacity to utilise PODD, Clicker Sentences, Clicker Docs and Speech to Text tools to support and differentiate for students. • Embedded P-12 ACARA. • Embedded Rural and Remote Kindergarten Pilot Program. 	<ul style="list-style-type: none"> • All • Developed • Implemented • Embedded • Implemented
Principal Leadership and Leadership Team	<ul style="list-style-type: none"> • Continued to engage in Principals' Capability and Leadership Framework. • Actively participated in the Dalrymple Alliance and Regional PLC's. • Provided Professional Development to teachers in line with the ATSIL Performance and Capability Framework. • Negotiated PPDP with Assistant Regional Director. • Embedded Quality Teaching and Learning Handbook for all staff. • Developed and embedded ongoing Professional Development for teaching staff over the year. 	<ul style="list-style-type: none"> • Developed • Implemented • Embedded
Evidence Based Decision Making	<ul style="list-style-type: none"> • Embedded Whole-school Data Plan including short-term data cycles and base line data collection. • Embedded OneSchool storage for data. • Embedded 5 week data-cycle for PM and PROBE reading assessments. • Embedded decision making based on data outcomes of students and needs of staff to support development for student growth. 	<ul style="list-style-type: none"> • Embedded
Positive Behaviour Support	<ul style="list-style-type: none"> • Embedded Positive Student Behaviour (PSB). • Embedded Gottcha's and weekly Gottcha draws. • Embedded consistent classroom management approaches. • Embedded Responsible Behaviour Plan. • Embedded positive behaviours systematically and clearly communicated throughout the school. • School Chaplain completed training in Drum Beat. 	<ul style="list-style-type: none"> • Embedded
School and Community Engagement / Solid Partners, Solid Futures	<ul style="list-style-type: none"> • Embedded the Rural Remote Kindergarten Pilot Program 5 days / fortnight. • Hosted community and cluster events including Dalrymple Cluster Swimming Carnival, Under 8's Day, Book Fair, Remembrance Day, ANZAC day, Inter-house 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. 	<ul style="list-style-type: none"> • Implemented • Embedded • Maintained

Future Outlook

Improve student outcomes by systematic, explicit teaching of reading and writing in the curriculum

- Develop and Expert Teaching Team
 - Provide professional development opportunities around; Data Literacies, the Literacy Continuum, Instructional Coaching, Co-plan and Co-teach and whole school Feedback
- Whole School Systematic Curriculum Delivery
 - A systematic way for units to be un-packed identifying the literacy and numeracy demands of each unit
 - Trial and embed the cluster curriculum program

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	33	15	18	5	78%
2016	33	14	19	2	91%
2017	31	12	19	2	97%

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

** 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>).

In 2017, there were 2 students enrolled in a Remote Kindy Pilot Program.

Characteristics of the Student Body

Overview

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. In 2017 we had 2 students enrolled in our Kindy Program. Families are from cattle stations in the surrounding areas, contract working families and Greenvale 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. For the 'Characteristics of the student body' by providing a broad statement that outlines the demographic/ socio-economic characteristics of your student body. This could include ethnicity, cultural background, religious backgrounds, remote/rural/urban, indigenous/non-indigenous, diversity, disability, student/community representation, family occupation/background, enrolment continuity, family composition, percentage of English as an Additional Language or Dialect, etc.

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	16	17	16
Year 4 – Year 6	17	16	15
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Greenvale State School delivers the Australian Curriculum supported by C2C resources. Students in Year 5 and 6 have the opportunity to learn LOTE (Languages Other Than English), which is Japanese via webinar through Charters Towers School of Distance Education. We also give the students the opportunity to participate in online learning activities through the Impact Centre to further develop their skills in reading, writing, numeracy, critical thinking and coding. Learning support and intervention/extension for students who are not reaching or are excelling in literacy and numeracy age benchmarks is provided for all year levels.

Co-curricular Activities

- Educational excursions and camps
- Community events e.g. ANZAC Day, Pink Stumps and Remembrance Day
- Dalrymple Alliance Sport
- Inter-house Sport
- Charters Towers District School 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 Assist Learning

Greenvale State School has a mobile computer lab which is equipped with laptop computers, desktop computers and Ipads. 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 digital technology
- Research information for all KLAS
- Gather data and digital images
- Prepare and present information using generic software applications including Microsoft Word, PowerPoint, iMovie, blogs and Publisher
- Share information using email and blogs
- 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

Overview

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 actively embedded and explicitly taught through our Positive School Behaviour Plan.

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

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)	80%	100%	100%
this is a good school (S2035)	75%	100%	100%
their child likes being at this school* (S2001)	80%	95%	100%
their child feels safe at this school* (S2002)	60%	95%	100%
their child's learning needs are being met at this school* (S2003)	80%	100%	100%
their child is making good progress at this school* (S2004)	60%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	80%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	100%	100%
teachers at this school motivate their child to learn* (S2007)	75%	100%	100%
teachers at this school treat students fairly* (S2008)	40%	84%	89%
they can talk to their child's teachers about their concerns* (S2009)	80%	100%	100%
this school works with them to support their child's learning* (S2010)	80%	100%	100%
this school takes parents' opinions seriously* (S2011)	60%	95%	100%
student behaviour is well managed at this school* (S2012)	60%	82%	89%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	60%	95%	89%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	95%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers motivate them to learn* (S2038)	100%	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)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	95%	100%	100%
they can talk to their teachers about their concerns* (S2042)	83%	100%	89%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	84%	80%	78%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	95%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	93%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	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)	88%	90%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	75%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	90%	100%
staff are well supported at their school (S2075)	88%	70%	100%
their school takes staff opinions seriously (S2076)	100%	70%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	90%	100%

* 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 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 termly meetings, parents play a big part in making decisions about the school, along with the Principal and staff.

Curriculum decisions for ICPs, behaviour support plans and any other individual student plans are case managed and discussed with parents, guidance officer, principal, teacher and any other relevant support person.

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Greenvale State School has implemented the Positive Behavior School's Program in all areas of the school. This program explicitly focus' on developing appropriate behavior, personal safety, skills to resolve conflict without violence and provides students with the skills required to recognise, react and report when they, or others are unsafe.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	0	1	0
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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	24,526	
2015-2016	26,653	1,376
2016-2017	28,584	1,517

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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	3	7	<5
Full-time Equivalent	3	4	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	3

*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 \$9,772.30

The major professional development initiatives are as follows:

- Mentoring Beginning Teachers
- Quality Teaching and Learning
- OneSchool and OneSchool Dashboard
- Unpacking C2C Know and Do's and Reading and Writing Demands
- Principal Conferences
- Dalrymple Alliance Cluster and PLC Meetings and walk throughs
- Rural & Remote Kindy Pilot Program Professional Development

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.	99%	100%	100%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 67% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

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

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).	92%	92%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	97%	96%

*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%.

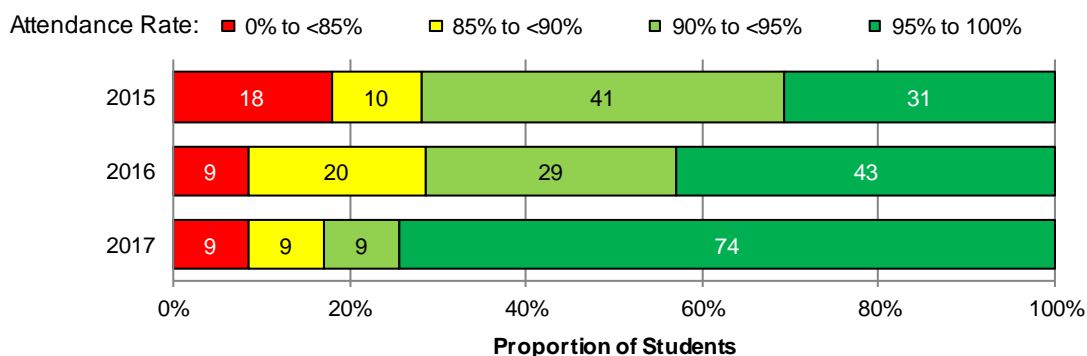
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	96%	89%	95%	91%	90%	94%						
2016	96%	93%	95%	85%	92%	91%	93%						
2017	98%	96%	97%	96%	83%	96%	92%						

*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.

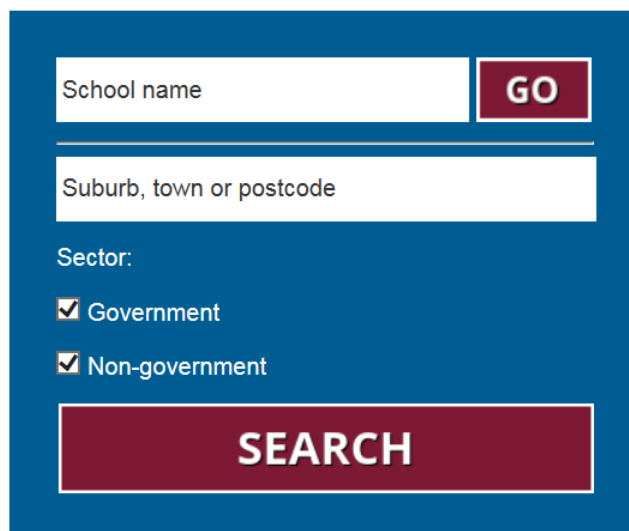
At Greenvale State School, rolls are marked in the morning and after second lunch. Parents are required to notify a staff member, before or on the day of the student absence. If notification is not given by parents/caregivers in the expected timeframe, parents/caregivers are contacted by the school through phone, text message or email. Greenvale State School follows DET policies in Managing Absences.

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

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.

following 'Find a school' text box.

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.