



Greenvale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

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.

Introduction

Welcome to the 2018 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 2018

Key Priorities	2018 Achievement	2019 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">DevelopedImplementedEmbedded
	<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 2019

Greenvale State School's Sharp Focus: 96% of students achieve a C or higher in English, Maths and Science in every year level.

Greenvale State School's Narrow Focus: Implement and embed Collaborative Inquiry, Co-Plan, Co-Teach strategies with all teaching staff.

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 2020

- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

Key Strategic Objectives:

1. 95% of students achieve a C or higher in English, Maths and Science in every year level.
2. Implement and embed Collaborative Inquiry Co-Plan, Co-Teach strategies with all teaching staff.

School Core Learning Priorities:

- Embed Collaborative Inquiry, Co-Plan, Co-Teach approach across all classrooms in English
- Develop assessment literate learners
- Embed Success Criteria to support Learning Walls
- Embed data and assessment plan
- 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 2019's Annual Implementation Plan's key areas are as follows:

Successful Learners

- Embed whole-school approach to the teaching of reading and writing through the curriculum
- Implementation of the Australian Curriculum
- Case Management

Teaching Quality and Principal Leadership and Performance

- Develop teacher knowledge and understanding of the Australian curriculum achievement standards through intra/inter school moderation
- Embed Quality Teaching and Learning agenda
- Implement and Embed Collaborative Inquiry approach: Co-Plan, Co-Teach
- Develop assessment literacy

School Performance

- Monitoring teacher practices via classroom visits and meeting to discuss practices
- Maintain attendance rate of 93% or higher

Regional Support and Local Decision Making

- Create partnerships



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	33	31	28
Girls	14	12	11
Boys	19	19	17
Indigenous	2	2	3
Enrolment continuity (Feb. – Nov.)	91%	97%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Overview

We have a current enrolment of 28 students, who are supported by a Teaching Principal and two full time teachers, with support staff and volunteers. In Term 2, 2016 Greenvale State School became a Rural and Remote Kindy Pilot Program School. We now deliver a full 12.5 hours per week Kindergarten Program. In 2018 we have 3 students enrolled in our Kindy Program. Two of our students are of Indigenous heritage. 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.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	16	14
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.



Curriculum delivery

Our approach to 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 service which is equipped with laptop computers, desktop computers and Ipad. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	57%
• this is a good school (S2035)	100%	100%	86%
• their child likes being at this school* (S2001)	95%	100%	86%
• their child feels safe at this school* (S2002)	95%	100%	86%
• their child's learning needs are being met at this school* (S2003)	100%	100%	43%
• their child is making good progress at this school* (S2004)	100%	100%	43%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	86%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	29%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	43%
• teachers at this school treat students fairly* (S2008)	84%	89%	67%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	71%
• this school works with them to support their child's learning* (S2010)	100%	100%	71%
• this school takes parents' opinions seriously* (S2011)	95%	100%	86%
• student behaviour is well managed at this school* (S2012)	82%	89%	83%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	95%	89%	86%

* 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.



Table 4: Student opinion survey

Percentage of students who agree* that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• 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%	90%
• teachers treat students fairly at their school* (S2041)	100%	100%	90%
• they can talk to their teachers about their concerns* (S2042)	100%	89%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	80%	78%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	93%	100%	95%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree* that:	2016	2017	2018
• 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)	90%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	100%	DW
• 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)	90%	100%	100%
• staff are well supported at their school (S2075)	70%	100%	100%
• their school takes staff opinions seriously (S2076)	70%	100%	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)	90%	100%	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 education 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 Behaviour 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.

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.

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	0	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. The school is utilising a compost bin to reduce the waste caused from students' fruit consumption during breaks. It is mandatory for all heating / cooling / lighting devices are switched off when not used for long periods.



Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	26,653	28,584	27,009
Water (kL)	1,376	1,517	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Staff composition, including Indigenous staff

20175 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	<5
Full-time Equivalents	3	5	<5

Qualification of all teachers

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

*Teaching staff includes School Leaders

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	8	0
Full-time equivalents	3	4	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

*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 2018 were \$6655.

The major professional development initiatives are as follows:

- Mentoring Beginning Teachers
- Pedagogical Framework (Gradual Release Model)
- AIP agenda
- Quality Teaching and Learning
- Finance Training
- OneSchool and OneSchool Dashboard
- Reading Workshops
- 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
- Speech Sound Pics Training
- FISH Philosophy
- Walkthroughs
- Clicker Sentences and PODD PD
- Speech Therapist Training
- Athletics Online
- Analysing Data
-

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 39% of staff were retained by the school for the entire 2018.



Performance of our students

Student attendance

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

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	95%	95%
Attendance rate for Indigenous** students at this school	97%	96%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	96%	98%	90%
Year 1	93%	96%	98%
Year 2	95%	97%	95%
Year 3	85%	96%	97%
Year 4	92%	83%	97%
Year 5	91%	96%	92%
Year 6	93%	92%	97%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

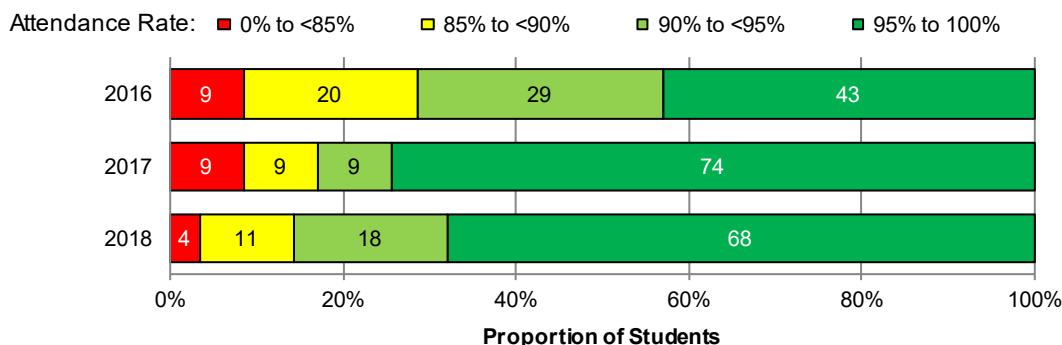
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.



