Greenslopes
STATE SCHOOL

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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School Overview

Greenslopes State School has been providing high quality education for generations of families in our local area. The school has a proud tradition of educating the 'whole' child, that is developing the intellectual, social, emotional and physical skills of children so they can achieve academic success, possess high self-esteem and participate confidently and effectively in society.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

The school made considerable progress towards its goals. Spanish was introduced across the school and the teaching of a second language was extended throughout the entire school from Prep to Year Six. This was a result of a schoolwide survey of parents and students examining options for a language and looking at how to ensure it was being taught across the school.

In addition the school's, 'Middle School Transition Program' (MSTP) was introduced. Students in Years 5 and 6 rotate through specialist teachers for four 90 minute sessions per week. These specialist areas include: Technologies; Humanities and Social Sciences (HASS); Spanish and Science. This ensures that students arriving at Secondary School in Year Seven, have already experienced the use of a timetable and have developed the necessary organisational skills needed to successfully navigate a secondary school timetable. Informal feedback from the senior students from last year, have identified the MSTP as a key factor determining how quickly they adjusted to Secondary School.

The school embedded a new Pedagogical Framework to ensure that current research is the key to the how we teach at Greenslopes State School. The Pedagogical Framework outlines an Instructional Cycle. This outlines ways the school can support the capacity development of teachers and other staff to ensure consistency across the school from one class to another.

'Reading 2 Learn' remained the key strategy to support the teaching of Reading. 2017 saw the implementation of Sheena Cameron's 'Comprehension Strategies' to further support this work. This involved teaching students explicitly the knowledge of the comprehension skills needed to decode and interpret various texts.

Future Outlook

The school has identified three areas for further development in 2017. The goals aligned to these areas are:

1. By the end of 2018 each teacher will work to develop critical thinking skills based upon Text Dependent Questioning (TDQs) aligned to Reading 2 Learn (R2)) planning and teaching, so that 65% of students in Years 3 and 5 are achieving in the Upper 2 Bands (U2B) for reading.

2. By the end of 2018 we will revitalise Reading 2 Learn (R2L) through the development of an Instructional Coaching Cycle so that 100% of teachers are adhering to the Quality Standards developed by the school.

3. By the end of 2018 we will have school-wide expectations in place for the joint construction of Success Criteria and Learning Intentions so that we have a systemised consistency ensuring 100% of teachers embedding these high yield pedagogical strategies across all Learning Areas.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	318	153	165	9	94%
2016	335	142	193	15	92%
2017	334	137	197	11	96%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Greenslopes State School is characterised by its rich, multicultural and diverse community. Whilst predominantly anglo-saxon in nature, nearly a quarter of our students come from a background where they speak a different language at home. Some 29 languages are spoken by the community at Greenslopes State School, not including English or Indigenous Languages. Just over 3% of our students are indigenous. This rich cultural diversity is celebrated in our school community.

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	23	23	22
Year 4 – Year 6	26	26	25
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

A combination of multi-age and single year level classes exist at Greenslopes State School. The school continues to ensure the Australian Curriculum is implemented and embedded in school programs. School teachers engage collegially in planning and moderation and work towards integrating the requirements and ensure the demands of the Australian Curriculum are integrated with the school's Reading 2 Learn Framework. In addition:

- The majority of teachers are now fully trained in Reading 2 Learn

- Middle Primary Multiple Intelligence groups

- Languages (Spanish) taught from Prep to Year Six

- School camp for Year 5 and 6 students

Co-curricular Activities

A summary of co-curricular activities undertaken in 2017 is listed below.

Term One	Term Two	Term Three	Term Four
- School Leader induction - P & C AGM - Bridge Builders Training - District Swimming - Year 5 Science Club - Interschool sport - Gymnastics for PREP - Welcome Barbecue - Book Fair - R2L Training - District Cross Country	- ANZAC Day Service at school and BSHS - Tour de Cure - Out of the box - Easter Bonnet parade - Budgie Cup - Premier's Reading Challenge - Smart Start program - Year 5/6 camp.	- Disco - NAIDOC Week - Fire Education Visits - District Athletics - Book Week - Child Care Centre visits - Athletics Carnival - Gymnastics - Brisbane Writer's Festival excursion - PREP Parent Information night	- Footsteps Dance - Interschool Sport - Botanic Gardens excursion - Orientation day for PREP - Healthy Mouth visit for PREP - Choir performance at Greenslopes Private Hospital - Year 6 trip to Bounce - Year 6 Graduation

How Information and Communication Technologies are used to Assist Learning

Computers are integrated into curriculum units to assist students study in all grade levels from Prep to Year 6. The introduction of interactive whiteboard technology has supported the use of digital pedagogies. Teachers are increasingly utilizing digital pedagogies such as Learning Objects and Virtual Classrooms to enhance student learning. The school subscribes to IXL, Maths Online and Sunshine Online which can be accessed at home and at school to support student learning.

Teachers work co-operatively with the teacher-librarian on learning experiences which support classroom units making use of the mini-lab in the Resource Centre. Additional iPads have been purchased to ensure there is a class set. Each teacher has also been supplied an iPad to help them to develop their skills.

In addition, with the support from the school's P & C Association, the school has invested significantly in robotics kits, including Dash bots, Bee bots and Lego Mindstorms kits and now has an active Lunchtime Robotics clubs. In addition a number of teachers have been trained in Scratch coding and this forms part of the curriculum in these classes.

Social Climate

Overview

The school continues to focus on developing the 'whole child', academically, socially and emotionally and this continues to drive the school curriculum. Hence the continued strong focus on:
- Cultural and artistic opportunities.
- Social and emotional learning including pre-emptive anti-bullying strategies, conflict resolution, Bridge Builders and PREP buddies.

The school's Values Framework known as the 'Bid 6' provides clear expectations for all members of the school community. Responses to positive and inappropriate behaviours in the classroom and playground are prompt and focused on reinforcing positive behaviours. Inappropriate conduct is kept to a minimum through the use of natural consequences whenever possible as well as proactive programs and actions which target the cause of the behaviour.

The School Opinion Survey data, summarized below, clearly reflects high levels of satisfaction from all stakeholder groups, including students, parents and staff. These high levels of satisfaction are consistently above like schools and state school averages in many areas.

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)	100%	98%	96%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	98%	96%
their child's learning needs are being met at this school* (S2003)	100%	93%	94%
their child is making good progress at this school* (S2004)	100%	98%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	94%
teachers at this school motivate their child to learn* (S2007)	100%	95%	98%
teachers at this school treat students fairly* (S2008)	100%	95%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	98%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	100%	100%	92%
this school takes parents' opinions seriously* (S2011)	100%	92%	90%
student behaviour is well managed at this school* (S2012)	100%	97%	96%
this school looks for ways to improve* (S2013)	100%	97%	96%
this school is well maintained* (S2014)	100%	100%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	96%	97%
they like being at their school* (S2036)	97%	97%	98%
they feel safe at their school* (S2037)	97%	97%	97%
their teachers motivate them to learn* (S2038)	96%	97%	100%
their teachers expect them to do their best* (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	97%
teachers treat students fairly at their school* (S2041)	96%	95%	96%
they can talk to their teachers about their concerns* (S2042)	94%	94%	93%
their school takes students' opinions seriously* (S2043)	94%	97%	95%
student behaviour is well managed at their school* (S2044)	92%	93%	83%
their school looks for ways to improve* (S2045)	96%	97%	98%
their school is well maintained* (S2046)	94%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	98%	96%	96%

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)	100%	100%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	95%	94%
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%	100%	100%
staff are well supported at their school (S2075)	100%	96%	92%
their school takes staff opinions seriously (S2076)	100%	100%	92%
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	100%	100%	96%

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Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
things (S2079)			

* 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

Positive parental encouragement continues to be welcomed and encouraged at Greenslopes State School. Parents and community members make valuable contributions to the education of students through:

- Assisting in classes as volunteers

- Actively supporting the Parents and Citizens' Association and related activities such as: Welcome BBQ; World Teachers' Day; Tuckshop; election stalls and supporting school excursions.

- Participating in parent workshops conducted by staff in the areas of literacy, cyber-safety and building student resilience.

- Attendance at sporting events, cultural performances, weekly assemblies and a multitude of other school events during the school year.

- Participation in the Parent Class Representatives program for each class. This involves assisting teachers to communicate with the parent group, coordinating events or special events.

Respectful relationships programs

At Greenslopes State School students are explicitly taught to recognize the difference between conflict and bullying. In addition each student undergoes training in recognizing their responses to conflict and how to best manage conflict to ensure issues are rectified quickly.

The school has developed a Bridge Builder program, whereby selected students in Year 6 are provided with training to assist in playground supervision, ensuring the majority of issues are resolved quickly and effectively.

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

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	1	4	3
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

The school continues to use a combination of solar and rainwater collection to reduce consumption of electricity and water. Students continue to sort rubbish into edible and non-edible to allow for the safe consumption of feed scraps for the school chickens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	41,545	546
2015-2016		341
2016-2017	6,752	187

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.**

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	26	14	<5
Full-time Equivalents	21	9	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	8
Bachelor degree	19
Diploma	0
Certificate	0

*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 $ 34 500

The major professional development initiatives are as follows:

- Reading 2 Learn training
- Sheena Cameron's Reading Comprehension Strategies
- Collegial coaching training
- School support collegial coaching
- "Putting faces on the data" Lyn Sharratt
- Moderation of student assessment
- Students with ASD
- Digital Pedagogies
- Mandatory Professional Development: Student protection; Code of Conduct; Managing Privacy: Curriculum Risk Activity Assessments.

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.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

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).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	92%	85%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.
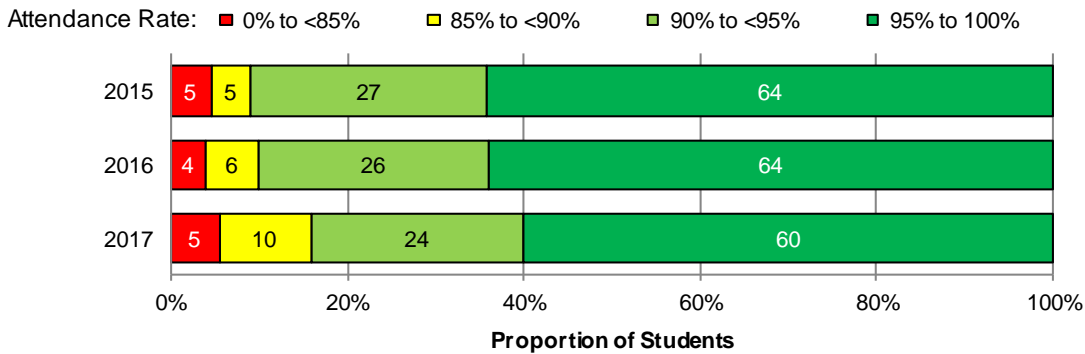
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	96%	96%	94%	96%	93%						
2016	96%	95%	95%	96%	96%	95%	96%						
2017	95%	95%	94%	94%	95%	95%	94%						

*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:

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Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	5	5	27	64
2016	4	6	26	64
2017	5	10	24	60

Proportion of Students

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.

Teachers and administrative staff monitor student attendance and identify trends that may require intervention on a routinely regular basis. Class rolls are marked electronically twice each day. All students arriving late to school are required to sign in at the school office before entering class. At least once per term, attendance data is published on the school website. Teachers and administrative staff monitor student attendance and identify trends that may require intervention on a routinely regular basis. Class rolls are marked electronically twice each day. All students arriving late to school are required to sign in at the school office before entering class. At least once per term, attendance data is published on the school website.

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 following **'Find a school' text box.**

Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

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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.