Greenslopes State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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.

School progress towards its goals in 2018

The school made considerable progress towards its goals. The focus on achieving A and B results (*Table 1.1*) in English has yielded great results. In particular, it has ensured teachers can focus on what each student requires in order to achieve an A or B. This has led to greater differentiation and the use of explicit targeted teaching.

Table 1.1 – Improved A – E performance in English 2017 – 2018 (%)				
Year Level	Semester Two 2017		Semester Two 2018	
	Students achieving 'A' in English	Students achieving 'B' in English	Students achieving 'A' in English	Students achieving 'B' in English
PREP	15	29	18	29
Year One	16	30	14	33
Year Two	7	33	15	33
Year Three	23	25	20	43
Year Four	30	32	27	29
Year Five	39	31	35	26
Year Six	30	39	35	23

The emphasis on A and B results was evident in the NAPLAN data for 2018. Whilst it is difficult to compare year on year cohorts, the NAPLAN results for 2018 proved to be the best recorded for Greenslopes (*Table 1.2*)

Table 1.2 – NAPLAN comparison for Reading and Writing 2017 - 2018				
Year Levels	2017		2018	
	National Minimum Standard (NMS)	Upper 2 Bands (U2B)	National Minimum Standard (NMS)	Upper 2 Bands (U2B)
Year 3 Reading	92.7	58.5	100	75.7
Year 3 Writing	92.5	50	100	56.8
Year Five Reading	96.1	54.9	100	56.4
Year Five Writing	84.3	25.5	100	27.5

In terms of investigating cohort to cohort data the best example is to compare Year 3 in 2016 and Year 5 in 2018. This is called the relative gain data (*Table 1.3*). This data shows a tremendous improvement in both the Year 3 – 5 Reading and Year 3 – 5 Writing.

Table 1.3 - Year 3 to Year 5 Student Relative Gain					
Strand	N	% with lower gains than State School peers	% with similar gains than State School Peers	% with higher gains than State School Peers	% at same school for both tests.
Reading	35	11	60	29	88.6
Writing	35	3	66	31	88.6
Spelling	36	8	75	17	88.9
Grammar and Punctuation	36	11	64	25	88.9
Numeracy	35	20	51	29	88.6

Future outlook

The school targets for 2019 are outlined below. (*Table 1.4*)

Table 1.4 – 2019 Annual Improvement Plan			
Year Level	2018 Semester A – E English		Sem 2 2019 Target (%)
	'A' Achievement (%)	'B' Achievement (%)	
PREP	18	29	40
Year One	14	33	50
Year Two	15	33	50
Year Three	20	43	50
Year Four	27	29	65
Year Five	35	26	65
Year Six	35	23	65

In order to achieve these goals in 2019 the school aims to:

- By the end of 2019 Greenslopes State School will continue to refine the development of critical thinking skills based upon Text Dependent Questioning (TDQs) aligned to the school's R2L planning and teaching, so that 70% of Year 3 students and 60% of Year 5 students are achieving in the Upper 2 Bands for Reading.

- By the end of 2019 we will have embedded the Second Step Social Emotional Learning Program as part of the school's curriculum, so that 100% of students and teachers develop a consistent language around the SEL program.

- By the end of 2019 we will further refine the school's pedagogical framework, and work to develop a greater consistency of its' implementation across the entire school, including further professional development, ensuring that a minimum of 55% of students are achieving an A or B in English.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	335	334	337
Girls	142	137	144
Boys	193	197	193
Indigenous	15	11	13
Enrolment continuity (Feb. – Nov.)	92%	96%	96%

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

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. The community at Greenslopes State School, not including English or Indigenous Languages, speak some 29 languages. Just over 3% of our students are indigenous. This rich cultural diversity is celebrated in our school community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	22
Year 4 – Year 6	26	25	27
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

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 into 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 the Co-Curricular Activities undertaken during 2018 outlined below. (*Table 2.1*)

Table 2.1 – 2018 Co-Curricular Activities at Greenslopes State School			
Term One	*Term Two*	*Term Three*	*Term Four*
- Parent Information Sessions - District Swimming - Student leader Induction - Eastern Alliance Leadership Days - Bridge Builder Training - Loreto College Enrichment Program - Maths Extension at Coorparoo Secondary College - Softball Carnival - Prep Gymnastics program - Welcome BBQ - P & C AGM - Religious Instruction - Year 1 Queensland Ballet excursion - School Tour - Interschool sport - Harmony Day	- ANZAC Day Service - ANZAC Day Commemoration Activities at Holland Park RSL - Interschool Sport - Run Club - Year 5 Science Club at Cavendish Road State High School - District Cross Country - Year 5 STEM at Whites Hill State College - ICAS Digital Technologies - Mother's Day Stall - Prep Open Day - NAPLAN - Under Eights Week - Coorparoo Maths Challenge - R2L Training - ICAS Science - Whites Hill State College – Propeller Designs	- QParents launch & Information session for Parents - Run Club - NAIDOC Week - ICAS English - Loreto College Enrichment Program - Year 6 Camp – Tallebudgera Beach School - Year 5 Camp – Currumbin Valley Farm School - Year 1 Fire Education visit from Annerley Fire Fighters - District Track & Field - ICAS Mathematics - Interschool sport - Book Week Parade - Coorparoo STEM Challenge for Year 5 - Karen McMillan – Year 4 and 5 author visit - Fanfare 2018	- Interschool Sport - Run Club - Loreto College Enrichment Program - Year 5 Science Club at Cavendish Road State High School - Day for Daniel - World Teachers' Day - Grandparents' Day - Prep Orientation Day - BUDGIE Cup - Whites Hill State College Ozobot Competition - Year 3 Excursion to Moreton Bay Environmental Education Centre - Year 6 Roller Coaster Showcase - Buy-A-Bale Dress as a Farmer Day - Prep Vision Screening - School Tour

• National Day of Action Against Bullying & Violence • Parent/Teacher interviews • Commonwealth Games Athlete visit • School photos • Year 4-6 Cross Country • Easter Bonnet Parade	• Trivia Night • Out of the Box Festival excursions • Year 4 Australia Zoo Excursion • Kokoda Challenge • Loreto College Enrichment Program • Prep-Year 3 Sports Day • BUDGIE Cup • ICAS Spelling • ICAS Writing • Bridge Builder training • Year 4-6 Athletics Carnival • Prep-Year 3 Sports Day • Southside Junior Strings Camp for Year 4 • Refugee Day • "The Hero's Journey" Year 6 school camp visit	• School Opinion Surveys • Prep Parent information night • Father's Day Stall • School Tour • Brisbane Writer's Festival • Celebremos • Parent/Teacher interviews • BUDGIE Cup • School Disco • Southside Senior Music Camp for Year 6 HASS Prep Field Trip	• Year 4-6 Swimming Carnival • Lifesaver talks • Nude Food Friday • Book Fair • Prep-Year 3 'Come and See Me Swim' Days • Volunteer's morning tea • Senior Choir excursion to Greenslopes Private Hospital • Year 6 Graduation • Prep Interviews Day • Year 6 excursion • Decemberfest • Tunnel of Honour for Year 6 • PenPal Picnic Excursion • Letter Posting Field Trip • Year 2 Step Into History Excursion

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 panel 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, that 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 2018 our Year Three and Year Four students were involved in a competition among other schools in the Eastern Alliance Cluster of schools. This involved using 'ozobots' to design an autonomous bus system based on the four large Westfield centres across Brisbane: Indooroopilly; Chermside; Garden City and Carindale. The students and teachers learnt a lot about how digital technologies can be used to foster a collaborative learning approach with students. In this instance one of our teams was successful in winning the event. This event would not have been successful without the support of our school P & C Association who were able to purchase additional kits for each classroom.

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 'Big 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

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)	98%	96%	97%
• this is a good school (S2035)	100%	98%	98%
• their child likes being at this school* (S2001)	100%	100%	98%
• their child feels safe at this school* (S2002)	98%	96%	98%
• their child's learning needs are being met at this school* (S2003)	93%	94%	94%
• their child is making good progress at this school* (S2004)	98%	96%	94%
• teachers at this school expect their child to do his or her best* (S2005)	98%	96%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	95%
• teachers at this school motivate their child to learn* (S2007)	95%	98%	95%
• teachers at this school treat students fairly* (S2008)	95%	94%	95%
• they can talk to their child's teachers about their concerns* (S2009)	95%	98%	97%
• this school works with them to support their child's learning* (S2010)	100%	92%	95%
• this school takes parents' opinions seriously* (S2011)	92%	90%	90%
• student behaviour is well managed at this school* (S2012)	97%	96%	97%
• this school looks for ways to improve* (S2013)	97%	96%	95%
• this school is well maintained* (S2014)	100%	98%	98%

* 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)	96%	97%	93%
• they like being at their school* (S2036)	97%	98%	92%
• they feel safe at their school* (S2037)	97%	97%	88%
• their teachers motivate them to learn* (S2038)	97%	100%	92%
• their teachers expect them to do their best* (S2039)	99%	99%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	94%
• teachers treat students fairly at their school* (S2041)	95%	96%	84%
• they can talk to their teachers about their concerns* (S2042)	94%	93%	80%
• their school takes students' opinions seriously* (S2043)	97%	95%	87%
• student behaviour is well managed at their school* (S2044)	93%	83%	79%
• their school looks for ways to improve* (S2045)	97%	98%	96%
• their school is well maintained* (S2046)	97%	96%	92%
• their school gives them opportunities to do interesting things* (S2047)	96%	96%	93%

* 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%	93%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
• they receive useful feedback about their work at their school (S2071)	100%	88%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	94%	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%	93%
• student behaviour is well managed at their school (S2074)	100%	100%	96%
• staff are well supported at their school (S2075)	96%	92%	89%
• their school takes staff opinions seriously (S2076)	100%	92%	89%
• 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%	96%	92%

* 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 education 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 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

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	4	3	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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		6,752	
Water (kL)	341	187	380

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.
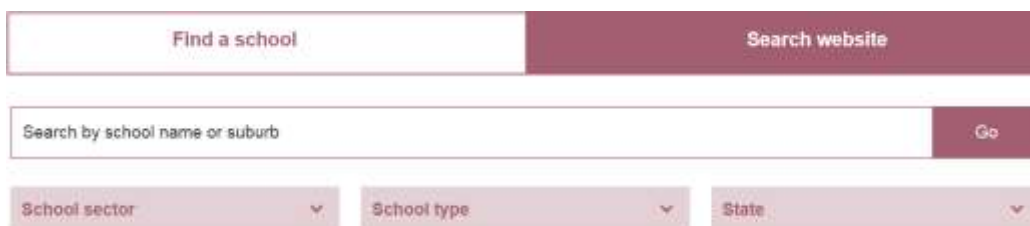
School funding

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.

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

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

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	25	13	<5
Full-time equivalents	21	9	<5

*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	0
Masters	2
Graduate Diploma etc.*	9
Bachelor degree	12
Diploma	0
Certificate	0

*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 $27 991.

The major professional development initiatives are as follows:

- Text Dependent Questioning
- Reading 2 Learn training
- 360 reviews and feedforward to four school leaders
- Pedagogical Framework
- Gradual Release of Responsibility model – Dr Douglas Fisher
- Collaborative Year Level Planning
- Improving Student Performance – Year Level cohorts
- Embedding Success Criteria and Learning Intentions
- Using Bump it up walls

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

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	95%	95%	94%
Attendance rate for Indigenous** students at this school	92%	85%	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.

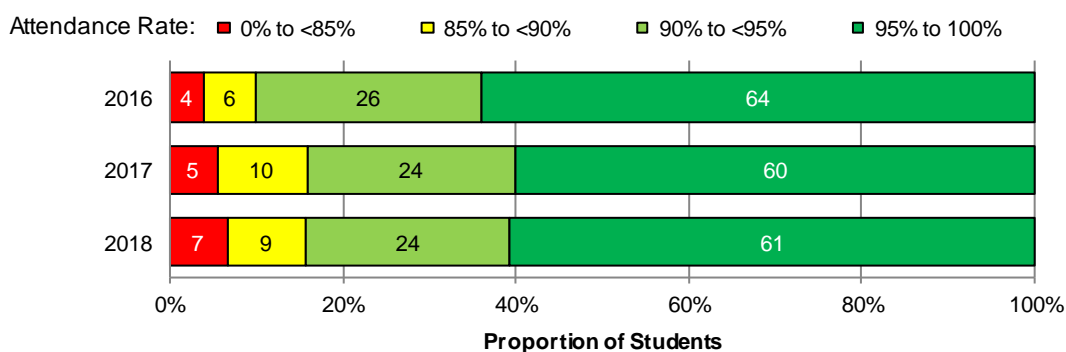Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	96%	95%	94%
Year 1	95%	95%	94%
Year 2	95%	94%	94%
Year 3	96%	94%	94%
Year 4	96%	95%	94%
Year 5	95%	95%	94%
Year 6	96%	94%	95%

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

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%
2016	4	6	26	64
2017	5	10	24	60
2018	7	9	24	61

Proportion of Students

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.

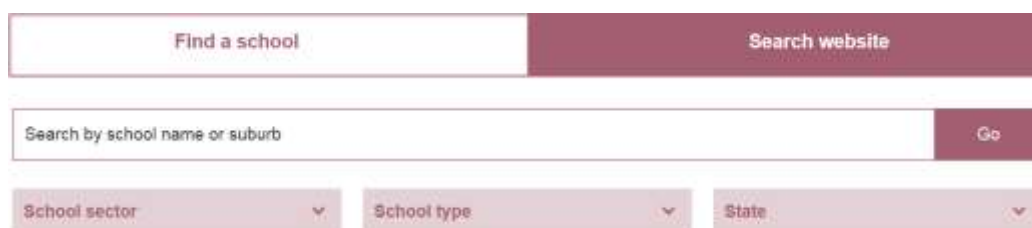Teachers and administrative staff monitor student attendance and identify trends that may require intervention on a routinely regular basis. Class rolls are marked electronically twice each day. All students arriving late to school are required to sign in at the school office before entering class. At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

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

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

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.