



Greenslopes State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training



Contact Information

Postal address:	559 Logan Road Greenslopes 4120
Phone:	(07) 3421 2333
Fax:	(07) 3847 1702
Email:	principal@greensloss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mr Trevor Carr Principal

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 Foreward

Introduction

The Greenslopes State School Annual Report for 2016, outlines the achievements of the school community and maps the school's progress alongside the School's Improvement Agenda.

This report further outlines the aims of the school community and reflects on the outstanding success of our students in our 126th year of operation as a State School during 2016.

School Progress towards its goals in 2016

In keeping with the tradition of excellence, the school highlights a number of goals achieved at the conclusion of 2016. These focussed on improving student performance in all academic contexts, increasing opportunities for extra-curricular activities, leadership development and celebrating the diversity within the school community.

Key Results include:

Year Three 2016 NAPLAN Data		
	% > NMS	% U2B
Yr 3 Reading	97.4%	65.8%
Yr 3 Writing	97.4%	52.6%
Yr 3 Spelling	97.4%	74.4%
Yr 3 Grammar and Punctuation	100%	69.2%
Yr 3 Number	97.4%	71.1%

Year Five 2016 NAPLAN Data		
	% > NMS	% U2B
Yr 5 Reading	96.7%	50%
Yr 5 Writing	100%	25.8%
Yr 5 Spelling	96.8%	38.7%
Yr 5 Grammar and Punctuation	96.8%	61.3%
Yr 5 Number	100%	43.3%

Key to NAPLAN Data			
% >NMS: The percentage of students achieving above the National Minimum Standard		% > U2B: The percentage of students achieving in the Upper 2 Bands	
Statistically below the Nation	Statistically similar to the Nation: numerically below the Nation	Statistically similar to the Nation: numerically above the Nation	Statistically above the Nation

The school's NAPLAN data clearly demonstrates the effectiveness of the school's Reading 2 Learn program, with significant improvements in student outcomes continuing in 2016.

School enrolment numbers continue to rise. As a result of this increase the school was able to undertake a process to appoint a Deputy Principal. Attendance data for 2016 continues to maintain high levels.

	Feb 2012	Aug 2012	Feb 2013	Aug 2013	Feb 2014	Aug 2014	Feb 2015	Aug 2015	Feb 2016	Aug 2016
Student Enrolments	310	308	311	313	317	304	316	318	328	335

Future Outlook

For the 2017 school year, Greenslopes State School has identified three key areas for improvement alongside key targets to achieve these areas.



Improvement Priority: *Reading*

Strategy: By the end of 2017 we will implement an explicit approach to the teaching of Reading Comprehension Strategies through a Guided Reading Framework, so that we have up to 70% of students in Year 3 and 60% of students in Year 5 achieving in the Upper 2 Bands for Reading.

Improvement Priority: *Teaching and Learning*

Strategy: By the end of 2017 we will have a school wide system in place for the joint construction of Success Criteria and Learning Intentions so that we have a consistency across classes ensuring 100% of teachers are embedding the practice across all Learning Areas.

Improvement Priority: *Developing Critical and Creative Thinking*

Strategy: By the end of 2017, each teacher will work to develop critical and creative thinking skills by developing a questioning matrix for use across the school system based upon Bloom's Taxonomy for use in Reading 2 Learn planning and integrating the Digital Literacies and Technologies across all Learning Areas.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	304	135	169	8	92%
2015*	318	153	165	9	94%
2016	335	142	193	15	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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	2014	2015*	2016
Prep – Year 3	21	23	23
Year 4 – Year 7	22	26	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 (Italian) taught from Year 3 – 6
- School camp for Year 5 and 6 students

Co-curricular Activities

A summary of co-curricular activities undertaken in 2016 is listed below .

Term One	Term Two	Term Three	Term Four
<ul style="list-style-type: none"> ▪ School Leader induction ▪ P & C AGM ▪ Bridge Builders Training ▪ District Swimming ▪ Year 5 Science Club ▪ Interschool sport ▪ Gymnastics for PREP ▪ Welcome Barbecue ▪ Book Fair ▪ Currumbin Wildlife Excursion ▪ R2L Training ▪ Lyn Sharrat PD for staff ▪ District Cross Country 	<ul style="list-style-type: none"> ▪ ANZAC Day Service at school and BSHS ▪ Tour de Cure ▪ Out of the box ▪ Easter Bonnet parade ▪ SPARK Reading Program ▪ Budgie Cup ▪ Premier's Reading Challenge ▪ Smart Start program ▪ Stradbroke Island Excursion ▪ Samford Historical Museum ▪ Year 5/6 camp. ▪ Napean School concert band 	<ul style="list-style-type: none"> ▪ Disco ▪ NAIDOC Week ▪ Fire Education Visits ▪ District Athletics ▪ Book Week ▪ Child Care Centre visits ▪ Karumba SS School Review ▪ Athletics Carnival ▪ Gymnastics ▪ Science Centre excursion ▪ Brisbane Writer's Festival excursion ▪ PREP Parent Information night 	<ul style="list-style-type: none"> ▪ Footsteps Dance ▪ Interschool Sport ▪ La Biennale ▪ Botanic Gardens excursion ▪ James Maloney (Author visit) ▪ Orientation day for PREP ▪ Healthy Mouth visit for PREP ▪ Choir performance at Greenslopes Private Hospital ▪ Outdoor Learning Space opening ▪ Year 6 trip to Wet n Wild ▪ 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 behavior.

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	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	100%	98%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	98%	100%	100%
their child feels safe at this school* (S2002)	96%	100%	98%

Performance measure			
Percentage of parents/caregivers w ho agree [#] that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	92%	100%	93%
their child is making good progress at this school* (S2004)	94%	100%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child w ith useful feedback about his or her school w ork* (S2006)	96%	100%	95%
teachers at this school motivate their child to learn* (S2007)	98%	100%	95%
teachers at this school treat students fairly* (S2008)	98%	100%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school w orks with them to support their child's learning* (S2010)	96%	100%	100%
this school takes parents' opinions seriously* (S2011)	96%	100%	92%
student behaviour is w ell managed at this school* (S2012)	98%	100%	97%
this school looks for w ays to improve* (S2013)	100%	100%	97%
this school is w ell maintained* (S2014)	98%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	96%
they like being at their school* (S2036)	98%	97%	97%
they feel safe at their school* (S2037)	98%	97%	97%
their teachers motivate them to learn* (S2038)	97%	96%	97%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them w ith usef ul feedback about their school w ork* (S2040)	97%	97%	96%
teachers treat students fairly at their school* (S2041)	95%	96%	95%
they can talk to their teachers about their concerns* (S2042)	90%	94%	94%
their school takes students' opinions seriously* (S2043)	92%	94%	97%
student behaviour is w ell managed at their school* (S2044)	93%	92%	93%
their school looks for w ays to improve* (S2045)	95%	96%	97%
their school is w ell maintained* (S2046)	93%	94%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	98%	96%

Staff opinion survey

Performance measure			
Percentage of school staff w ho agree [#] that:	2014	2015	2016
they enjoy w orking at their school (S2069)	96%	100%	100%
they feel that their school is a safe place in w hich to w ork (S2070)	100%	100%	100%
they receive useful feedback about their w ork at their school (S2071)	96%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	89%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	96%	100%	100%
staff are well supported at their school (S2075)	92%	100%	96%
their school takes staff opinions seriously (S2076)	96%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	96%	100%	100%
their school gives them opportunities to do interesting things (S2079)	96%	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

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.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	1	4
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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
2013-2014	20,074	191
2014-2015	41,545	546
2015-2016		341

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	14	<5
Full-time Equivalents	20	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 2016 were \$41 437

The major professional development initiatives are as follows:

- Reading 2 Learn training
- 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.
- Diabetes and management of students with Cystic Fibrosis

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)



Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	90%	92%

*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 2016 for all Queensland Primary schools was 93%.

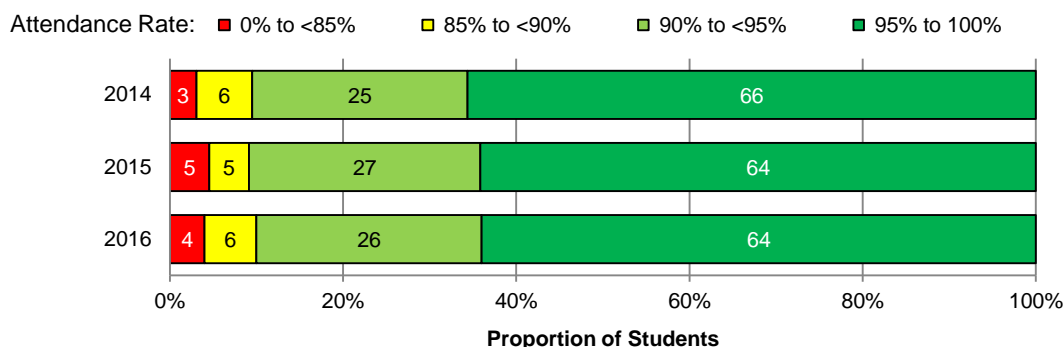
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	96%	97%	95%	96%	95%	97%	97%					
2015	94%	94%	96%	96%	94%	96%	93%						
2016	96%	95%	95%	96%	96%	95%	96%						

*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 DET 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.

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

Suburb, town or postcode

Sector:

Government

Non-government

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