



Greenlands State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Greenlands State School has an impressive reputation for combining innovative teaching methods with a caring approach and up to date technology to provide students with a great start to lifelong learning. Situated on the Texas Road, approximately 12 kilometres west of Stanthorpe, the school was opened on this site on 3 November, 1924 and caters for children from both urban and rural properties.

We draw enrolments from a wide variety of areas within the Granite Belt and Traprock districts. Learning takes place in a self-disciplined, small school environment that encourages children to reach their potential. Our individualized programmes are a feature of the balanced curriculum offered by Greenlands.

Visitors to our highly regarded small school are amazed at the quality of work produced by students and the range of educational activities available. Thanks to our supportive school community, our students participate in a wide variety of learning opportunities- camps, excursions, educational speakers etc. Our school is supported by a very active P&C Association with the major fundraiser for the school, along with several other small fundraisers throughout the year, providing the money for the P&C to fund the cost of all resources for students as well as subsidise the cost towards school camps, excursions, school plays and much more. Parents are also encouraged to support student learning by volunteering time to assist with a variety of in class activities.

Principal's Foreword

Introduction

Thank you for taking the time to read through our 2017 School Annual Report. At Greenlands, we are extremely proud of how our school, community and cluster continue to strive to allow students to access the best education available. Our passionate, experienced and caring teachers have worked hard over many years to develop school programmes that cater for all styles of learners and differentiates to individual needs.

School Progress towards its goals in 2017

In 2017, our school continued its academic success through multiple measures, both internal and systemic and with the support of our dedicated P&C and community, provided students with enriching experiences. This report details the progress of the school in 2017.

In 2017 Greenlands

- Continued to implement the Australian Curriculum learning areas including Humanities and Social Sciences
- Implemented reading program STARS (Strategies to Achieve Reading Success) to teach reading across years 1-6.
- Maintained a positive and safe environment
- Engaged with multiple data sources to ensure personalised individual learning

Future Outlook

Greenlands State School continues to show strong enrolment trends. This growth has come from a mixture of families already residing within the Granite Belt district and new families relocating to our district - a tribute to the reputation of our school. We are an enrolment managed school which means families must make an application to enrol with us. Such applications will be processed according to the policies of Education Queensland.

Our experienced staff members continue to refine and develop curriculum offerings which will meet both systemic and student needs.

Other major foci for the next twelve months include;

- Continue the implementation of Australia Curriculum including HASS in year 5/6 and familiarise staff with the Technologies curriculum
- Realignment of the Greenlands Maths program to latest version of the Australian Curriculum
- Review writing assessments and achievements
- Implement Fountas and Pinnell for Reading Benchmarking once students finish PM levels.

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	103	51	52		95%
2016	106	55	51		91%
2017	103	52	51	1	98%

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

The school caters for children from both urban and rural properties. It draws enrolments from a wide variety of areas within the Granite Belt and Traprock districts. The level of socio-economic levels is mixed with 3% of students coming from an EAL/D background.

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	20	23	11
Year 4 – Year 6	23	17	15
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Greenlands offers a full range of key learning areas aligned to the Australian Curriculum. We have developed programmes that are unique to our school's context. Our curriculum delivery includes;

- Greenlands Maths Program, English, Geography, History, Humanities and Social Sciences, Science, The Arts, Technology, Health & Physical Education, Language Other than English (Italian Yr.5-6), Civics and Citizenship
- Teachers are involved in professional dialogue about curriculum intent, assessment and moderation at year level and across the whole school and cluster.

Co-curricular Activities

Extra curricula activities include; School Camps Yr.5-6, Student Committee activities, District Competitions, Educational activities e.g. eisteddfod, excursions, theme days.

How Information and Communication Technologies are used to Assist Learning

The use of information and communication technologies takes a high priority at our school. Our range of equipment that students regularly use include; data projectors, laptops, interactive whiteboards, interactive flat panels, digital still & video cameras, 3D Printers and Drones. The development of students' ICT skills takes place within a structured framework developed by our school.

Social Climate

Overview

The school places emphasis on self-disciplined learning within a framework of high behavioural expectations. Our small school environment leads to a supportive atmosphere for learning. Most of the families, who move to our school, indicate that they do so because of our positive educational environment.

Our school's Responsible Behaviour Plan details our approach to maintaining a positive, safe and supportive environment. We hold weekly assemblies in which a Student of the Week is awarded and has been derived from our school rules and expectations. Our chaplain is employed by the Scripture Union and supports students' wellbeing by providing a listening ear and a caring voice. The Year 6 Student Committee are a voice for the students of the school and feedback on behalf of the students is welcomed and encouraged.

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%	96%	100%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school* (S2001)	100%	92%	100%
their child feels safe at this school* (S2002)	100%	96%	100%
their child's learning needs are being met at this school* (S2003)	100%	96%	100%
their child is making good progress at this school* (S2004)	98%	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	98%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	100%
teachers at this school motivate their child to learn* (S2007)	100%	96%	100%
teachers at this school treat students fairly* (S2008)	100%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	98%	96%	100%
this school works with them to support their child's learning* (S2010)	98%	96%	100%
this school takes parents' opinions seriously* (S2011)	100%	96%	100%
student behaviour is well managed at this school* (S2012)	98%	92%	86%
this school looks for ways to improve* (S2013)	100%	96%	100%
this school is well maintained* (S2014)	100%	96%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	96%
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%	96%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	93%	96%
they can talk to their teachers about their concerns* (S2042)	98%	100%	96%
their school takes students' opinions seriously* (S2043)	100%	100%	96%
student behaviour is well managed at their school* (S2044)	100%	100%	96%
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)	100%	93%	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%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	86%
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%	93%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	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)	100%	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

We are aware that a strong connection from the home to school is essential in the success of every student so we work hard to have our parents and community involved in the school. Parents are encouraged to be involved in a variety of activities across the school community. Regular information is available about all aspects of student activities via newsletters, email, web, letters to families, noticeboards etc. We are an active member of the Granite Belt Community of State Schools and foster strong ties with other schools and the local high schools to ensure student transition is smooth.

Opportunities for involvement include;

- Classroom Volunteers
- Sports Coaching / transport
- P&C Association (our meetings are well very well attended)
- P&C Events
- Grounds Improvement
- Providing feedback on consultative issues
- Library resource assistance

Respectful relationships programs

Greenlands places an emphasis on creating respectful relationships through all interactions. Our school values are explicitly taught at several stages throughout the year and a focus is placed on creating positive relationships and understanding diversity through our Health curriculum.

Student protections concerns follow due process and all matters are promptly reported to the Principal. Staff work with regional support teams to ensure best practice for supporting families. The school utilizes a Chaplain to work with students and families were requested.

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

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	1	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school has ensured that it uses the provided resources well. It balances the need for facilities growth (stimulated by enrolment growth) with the need to conserve resources. In all capital works, the school ensures the appropriate level of electricity conservation and water harvesting.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	11,178	
2015-2016	7,908	
2016-2017	15,276	

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

School Funding

School income broken down by funding source

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

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

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	9	8	0
Full-time Equivalents	6	4	0

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.**	1
Bachelor degree	6
Diploma	2
Certificate	

*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 \$5,128.

The major professional development initiatives are as follows:

- Writing
- Digital Technologies (iEducatE 2017)
- QELI Literacy and Leadership
- Student and Staff Wellebing
- Cluster Meetings
- Regional Capability Days
- Code of Conduct, Child Protection and Asbestos

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).			DW

*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%.

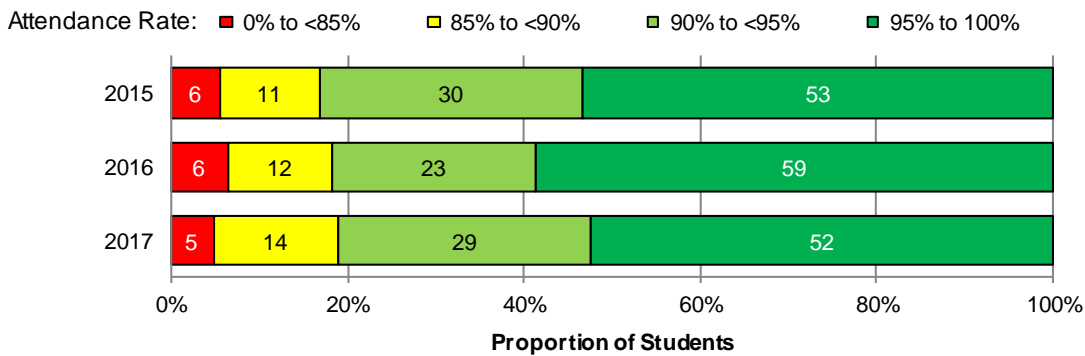
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	95%	94%	96%	95%	96%	93%						
2016	95%	96%	95%	93%	96%	92%	94%						
2017	94%	93%	93%	96%	93%	94%	94%						

*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:



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.

Our data indicates that attendance rates are at or above the state average. Those few families who have difficulty with this issue meet with the Principal as required. We also publish average and individual attendance (in individual newsletters) rates in the newsletter. The school's attendance is taken twice a day and marked by the teachers. Unexplained absences are followed up the same day by the administration team via a phone call.

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

Sector:

Government

Non-government

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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.

Conclusion

Whilst our school is extremely proud of our academic achievements, NAPLAN data, systemic data and other results, we also believe that schools should not be judged on any one piece of data. Schools are more than just a set of figures based on one test a year.

We would ask that school community members engage with the school and ensure they understand the complexities within the school and the abundant programs and policies that we implement.

All families who are applying to enrol students must have an enrolment interview with the Principal so that we can discuss the needs of the students and the expectations of the school.

For further information; please check our website: www.greenlanss.eq.edu.au or ring the school.