



Greenlands 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

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.

School progress towards its goals in 2018

In 2018, 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 2018.

In 2018 Greenlands

- Realigned Greenlands Maths Program to the latest version of the Australian Curriculum
- Engaged teachers in further professional development to assist the Numeracy Improvement Agenda.
- Maintained a positive and safe environment
- Engaged with multiple data sources to ensure personalised individual learning
- Improved Upper Two Bands result for Year 3 NAPLAN to 73% and Year 5 to 44%

Future outlook

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;

- Familiarisation with the Technologies curriculum
- Investigating Transdisciplinary investigations and Inquiry Based Learning
- Furthering schools 21st Century learning agenda
- 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 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	106	103	107
Girls	55	52	52
Boys	51	51	55
Indigenous		1	
Enrolment continuity (Feb. – Nov.)	91%	98%	98%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	11	19
Year 4 – Year 6	17	15	23
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

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. Leadership conference for Year 6 students, ANZAC Day and Apple and Grape marches, robotics competitions.

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.

The 2018 School Opinion Survey data showed that 100% of the parents agreed that 'their child is getting a good education at this school' and 'my child likes being at this school'.

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)	96%	100%	100%
• this is a good school (S2035)	96%	100%	100%
• their child likes being at this school* (S2001)	92%	100%	100%
• their child feels safe at this school* (S2002)	96%	100%	100%
• their child's learning needs are being met at this school* (S2003)	96%	100%	100%
• their child is making good progress at this school* (S2004)	92%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	96%	100%	100%
• teachers at this school treat students fairly* (S2008)	96%	100%	97%
• they can talk to their child's teachers about their concerns* (S2009)	96%	100%	100%
• this school works with them to support their child's learning* (S2010)	96%	100%	100%
• this school takes parents' opinions seriously* (S2011)	96%	100%	100%
• student behaviour is well managed at this school* (S2012)	92%	86%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school looks for ways to improve* (S2013)	96%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	96%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	96%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	93%	96%	96%
• they can talk to their teachers about their concerns* (S2042)	100%	96%	93%
• their school takes students' opinions seriously* (S2043)	100%	96%	100%
• student behaviour is well managed at their school* (S2044)	100%	96%	86%
• their school looks for ways to improve* (S2045)	100%	100%	96%
• their school is well maintained* (S2046)	100%	100%	96%
• their school gives them opportunities to do interesting things* (S2047)	93%	96%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	86%	83%
• 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)	93%	100%	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%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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, Facebook, 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 education 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	0	0
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 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. Greenlands also recycles plastic, paper and cardboard as well as are currently constructing a sustainable garden.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	7,908	15,276	18,164
Water (kL)			

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	8	8	0
Full-time equivalents	6	4	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*	1	
Bachelor degree	6	
Diploma	2	
Certificate	1	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$12 806

The major professional development initiatives are as follows:

- Maths
- Digital Technologies
- QELI Leading Numeracy
- Student and Staff Wellbeing
- Cluster Meetings
- Regional Capability Days
- Code of Conduct, Child Protection and Asbestos

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.	98%	98%	98%

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	94%	94%	95%
Attendance rate for Indigenous** students at this school		DW	

* 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

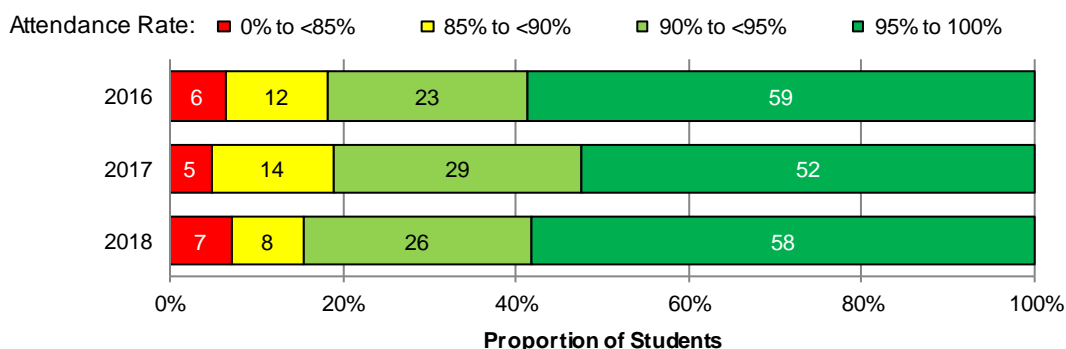
Year level	2016	2017	2018
Prep	95%	94%	93%
Year 1	96%	93%	95%
Year 2	95%	93%	95%
Year 3	93%	96%	94%
Year 4	96%	93%	96%
Year 5	92%	94%	94%
Year 6	94%	94%	95%

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



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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

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