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Principal's foreword

Introduction

2008 was another exciting year in the long and proud history of Greenbank State School as members of the school community worked together to realise our vision of Creating a World of Difference – The Greenbank Way.

The introduction of our first full cohort of Prep students saw 125 students in six classes commencing their schooling in four purpose built and two refurbished classrooms. It was quite delightful watching these young children become more familiar with school routines and expectations while also discovering that learning can be such fun.

Greenbank State School's approach to environmental education focused on the personal, social and natural worlds (self, others and place) and underpinned student engagement in real life learning activities designed to develop active citizenship qualities and skills. The school continued to be recognised for its efforts in environmental education being named the winner of the Greenest and Healthiest School in South East Queensland as part of the Keep Australia Beautiful Green and Healthy School's Program. The school also received a \$1500 runner up prize in the Australian Recycled Cartonboard Competition for our environmentally themed school mural.

The school's Curriculum Framework was updated to align with the Queensland Curriculum Assessment and Reporting Framework (QCARF). All curriculum units in Years 1-7 were developed using the Essential Learnings. School programs were reviewed to ensure alignment with QCARF and to ensure consistency of practice across the school.

All Prep to Year Three teachers were released to participate in the five day Statewide Literacy Training aimed at developing and maintaining currency of pedagogical practice. Teacher skilling, together with the purchase of interactive whiteboards and data projectors enabled a significant shift to occur in how teaching and learning occurs in our classrooms.

2008 built upon the significant work done previously to develop a learning environment designed to 'unlock the promise' in individuals within our school community.

Future outlook

Greenbank State School has a focus on maximising student achievement and, as a result, engaged teachers in a process of analysing student achievement to inform teaching and learning practices within a whole school context. This will be supported by a professional development program that emphasises the teaching of literacy and numeracy skills.

Planning is underway to increase ICT infrastructure throughout the school as the capacity of the school has increased due to the building of new classrooms. This will allow teachers to further embed ICTs into whole school curriculum programs and fulfil the SMART Classrooms agenda.

In 2009 Greenbank State School will be conducting its School Self Assessment to inform the School Strategic Plan 2010-2012. The School Council has begun planning for this process.

School Profile

During 2008, Greenbank State School (a co-educational school) provided education from Prep to Year Seven to a concluding enrolment of 998. The school catchment is geographically large, drawing students from Greenbank, New Beith, Teviot Downs, Spring Mountain and parts of North Maclean. The school is located on a major arterial road leading to Springfield and is bounded on the eastern side by the Greenbank Military Camp. Due to our large catchment area, the majority of students travel to and from school by car or bus (seven distinct bus runs) with fewer than twenty children attending on foot or by bicycle.

The majority of classrooms are at ground level with outdoor teaching spaces. The Resource Centre incorporates the Library and the Computer Laboratory. Outdoor facilities include a school-community pool, three adventure playgrounds, two tennis courts, a multipurpose court, ovals, fitness trail and several undercover play areas.

Students continue to access the land adjacent to the school which is owned by the Department of Defence. Access to this Environmental Park (granted through a Licence Agreement) allows the children to experience a wide range of real life learning activities designed to foster an understanding of individual and group responsibility for developing a sustainable environment.

An Outside School Hours facility known as Gumnut House is situated beside the school and operated by the Parents' and Citizens' Association. During 2008, the school tuckshop continued to operate four days per week and the uniform shop opened two mornings per week.

Curriculum offerings

Our distinctive curriculum offerings

- In 2008, Greenbank State School continued to implement a Curriculum Framework with an environmental education focus that involved students learning how to sustain themselves, others and the world around them. All students participated in integrated curriculum units that were connected with real life learning experiences and aimed to prepare students to be active responsible citizens in the world. Students participated in activities including National Tree Planting Day, recycling programs, composting and worm farming projects and water conservation investigations.
- All students participated in Literacy and Numeracy programs, cooperatively planned and moderated by teachers within year levels. Concentrated Literacy and Numeracy blocks were maintained with a developing emphasis on analysing student achievement data to inform planned teaching and learning experiences.
- Curriculum programs were complemented by lessons from the Teacher Librarian and the ICT (Information Communication Technology) Coordinator as well as visits from outside organisations e.g. Logan City Council, AVA PetPEP, Mr Joe's Energy Show, Evergreen Children's Theatre, Brainstorm, Raw Art and Life Education
- Students were provided with opportunities to attend excursions which complemented and enhanced their units of study. e.g. Pullenvale Environmental Education Centre, Science Centre, Cultural Studies Centre, Karawatha State Forest
- The school operated a Special Education Program (The Nest) which offered both in and out of class support to students with disabilities. Students were involved in a range of programs designed to meet their individual needs. Special Education staff worked with class teachers to make curriculum adjustments for students as necessary. The Nest also provided a safe, supportive environment for students before school and at lunch breaks with a range of activities being offered through supervised play.
- Year Five, Six and Seven students were offered the opportunity to attend year level camps which provided them with high levels of physical challenge and teamwork.
- Students were encouraged to develop and maintain an active and healthy lifestyle through the school Physical Education Program which was taught by a specialist Physical Education teacher and complemented by the Smart Moves physical activity program implemented by class teachers. All students in Year Six and Seven participated in Interschool Sport with a significant number of students selected in representative teams. All students in Years 1-7 participated in a swimming program at our school community pool. Additional instructors ensure that students develop water proficiency skills.
- Years Five, Six and Seven participated in LOTE (Language Other Than English). Year Seven students were provided with the opportunity to continue their Indonesian studies by applying for acceptance into the

Our school at a glance

Indonesian Immersion Program at Park Ridge State High School.

- All students participated in the school music program taught by a specialist Music teacher.

Extra curricula activities

- Students had the opportunity to join a range of choirs including junior, senior, chamber and boys' choir. These choirs performed regularly on parade and at community venues such as Grand Plaza and the Logan Nursing Home. They also participated in combined choral events with other students from the district where they received specialist training during singing workshops. An instrumental music program provided tuition for children in Years Five, Six and Seven with performance experiences in the Junior and Senior Band. Students participated in the inaugural Southern Cluster Instrumental Music Camp, a three day event culminating in a concert for families. All choirs and bands were also involved in an end of year music concert that showcased their talent. 'Greenbank Idol' once again provided an opportunity for students to perform publicly in a school talent show. Selected Year Seven students were members of the school Sound Team and were responsible for organising audio equipment at school parades and special functions.
- The Junior and Senior Environmental Clubs initiated and managed many environmentally based projects throughout the school. Some of these included establishing a sensory garden, maintaining school compost bins and conducting energy and water saving awareness campaigns. Prep students established two new gardens around their blocks using funds they raised from selling plants. The Senior Environmental Club published a student environmental newsletter each semester to inform the school community about school environmental issues and projects.
- Students contributed to community groups through the donation of funds and goods. The school community initiated a fundraiser to assist the family of a past student to purchase special medical equipment raising in excess of \$5000. Students participated in Operation Christmas Child, sending over 180 boxes of gifts overseas to children in need.
- The school supported a range of community events providing displays for the local show and entries for local competitions. Students participated in Jump Rope for Heart and in A Day for Daniel, an awareness raising day that focused on educating students about personal safety, conducted by our school Adopt-A-Cop.
- The school Student Council consisted of elected representatives from each class from Year Three to Year Seven. They were responsible for coordinating free dress days, sausage sizzles and pizza days to fundraise for student determined priorities such as digital cameras and sport jerseys.
- Students participated in a range of competitions including the Cluster Maths Teams Challenge, Cluster Trivia Quiz, Readers' Cup and the Australian Schools Competitions (Spelling, English, Mathematics, Science and Computer Studies).
- Students had the opportunity to participate in out of school hours sporting programs to encourage physical activity in our students. e.g. Auskick, Gobbledock Sports.

How computers are used to assist learning

The school computer laboratory continued to be a well used resource in 2008, providing opportunities for whole class learning experiences. Students were able to access the computer lab during class time and before and after school. The ICT Coordinator, Teacher Librarian and class teachers worked together to conduct planned lessons incorporating digital pedagogy, making use of the interactive whiteboard mounted in the computer lab. All teachers continue to have access to a laptop computer as part of the State Government Computers for Teachers Program. Additional data projectors were purchased to allow greater access to digital technology in classrooms.

Class teachers were provided with curriculum support to incorporate ICT into teaching and learning experiences across all key learning areas. School based professional development was designed and implemented to encourage the sharing of successful ICT practices within the staff.

Students were offered a range of opportunities to use ICT within their programs. The implementation of Lexia Learning was expanded within the school to assist students with reading difficulties.

Social climate

Greenbank State School continued to promote the School Vision of 'Creating A World of Difference- The Greenbank Way' where there is a shared belief that everyone is a learner and has a unique contribution to make. In our school this creates a focus on unlocking the promise that lies in individuals to make a difference for themselves, others and

Our school at a glance

our world.

Greenbank State School offers pastoral care to students through our chaplaincy service that operates four days a week. This occurred through formal programs such as SUPA Club (Scripture Union Primary-Aged), teacher and parent initiated referrals for students and informal contact by chaplains with students.

The following table indicates levels of satisfaction from parents and students recorded in the School Opinion Survey in 2008. The percentage listed totals neutral, satisfied or very satisfied responses to survey questions.

Parents		Students	
Your child is safe at school	97.2%	That you are safe at this school	94.2%
That your child is treated fairly	94.4%	That you are treated fairly	66.4%
About the behaviour of students at this school	86.1%	About behaviour of students at school	85.0%
That your child is happy to go to this school	94.4%	That you are happy to go to this school	82.3%
About school discipline in school	91.7%		

Involving parents in their child's education.

Parents are a valued and vital resource to Greenbank State School. They are represented on the School Council where they work with the Principal and teaching staff to develop strategic plans for the school. In 2008, the School Council endorsed the School SunSmart Policy and conducted a community survey to determine what school-community links exist and how they can be strengthened. The P&C Association consisted of interested parents and citizens who oversaw service operations such as the school tuckshop, uniform shop and out of school hours care as well as fundraising. Parents were provided with a school calendar that kept them informed of relevant dates, school policies and procedures.

Parent volunteers assisted teachers in a range of practical ways providing valuable support in a range of situations. e.g. changing home readers, helping during class rotations, attending school excursions, catering for school events. Staff held a Volunteers' Morning Tea at the end of the year to acknowledge the contribution of parents in their classrooms.

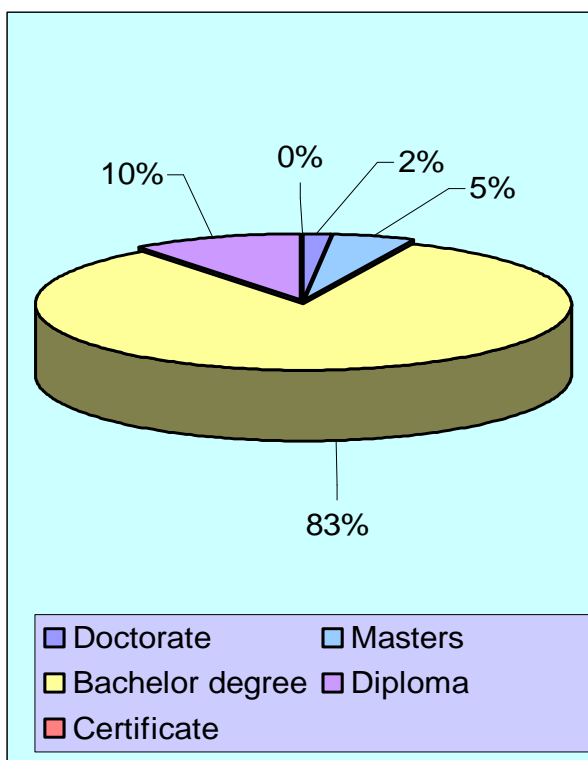
A range of information sessions were held for parents both in and out of school hours. All year levels offered parent sessions at the beginning of the school year to inform parents of key policies, procedures and expectations. Family Planning Queensland also conducted an evening session for parents and students in Years Six and Seven. Sessions to assist parents in supporting the development of literacy and numeracy skills in their students were organised by teachers throughout the year.

Parades held at Greenbank State School were weekly occasions used to showcase student success and talent across a range of areas. Parent attendance was encouraged at these parades to show support for the school and students' learning. Special parades for ANZAC Day, Education Week, Literacy and Numeracy Week and our end of year parade where we farewelled Year Seven students were all very well attended.

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Bachelor degree	49
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$57,265.14.

The major professional development initiatives were as follows:

- Embedding ICT into the Curriculum
- Promoting Continuity in the Early Phase of Learning
- Implementation of Literacy Blocks
- Using student achievement data to inform planning
- Implementing the school Maths program
- Aligning school programs with the Essential Learnings

The involvement of the teaching staff in professional development activities during 2008 was 90%.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 100% of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 94%.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	372	458	528
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 86%	89%	96%
Writing	Average score for the school	387	481	520
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 92%	89%	87%
Spelling	Average score for the school	362	465	524
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 90%	91%	90%
Grammar and Punctuation	Average score for the school	365	477	517
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 88%	92%	88%
Numeracy	Average score for the school	357	458	529
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 93%	90%	97%

Results in the Year 2 Diagnostic Net	Percentage of students not requiring additional support
Reading	59%
Writing	88%
Number	78%

Performance of our students

Value added

Greenbank State School's reputation is built largely on the establishment of a school culture that promotes respect for self, others and place. In 2008, school events such as our ANZAC Service, Year Seven Graduation and school parades continued to attract positive feedback from visitors and invited guests about student behaviour and the professional manner in which such events are organised and conducted by staff and students. Similar comments are also regularly received from excursion venues.

A significant number of out of catchment applications for enrolment have continued to be received with many parents impressed by the high expectations and values associated with the school. Other feedback received from local high schools, past students, families and tertiary institutions has also suggested that the school prepares students for effective citizenship within society.

Parent, student and teacher satisfaction with the school

In 2008, parent survey results showed satisfaction levels higher than the state mean in five of the eight categories and overall.

Category	School Mean	State Mean
Curriculum	3.09	3.00
Learning Climate	3.01	2.98
School Climate	2.98	2.86
School-Community Relations	3.08	2.93
Additional Items	2.94	2.86
Overall Rating	2.93	2.90

Satisfaction levels were significantly higher than the state mean in regard to the following specific questions:

- The variety of school activities available to your child
- How environmentally friendly the school is

Staff survey results showed satisfaction levels higher than the state mean in four of seven categories and in the overall rating.

Category	School Mean	State Mean
Physical Work Environment	3.00	2.75
Relationships	3.08	3.03
School Operations	2.85	2.81
Staff Morale	3.12	2.99
Overall Rating	2.88	2.85

Performance of our students

Satisfaction levels were significantly higher than the state mean in regard to these specific areas:

- I feel that this school is a safe place in which to work
- The facilities in this school are well maintained
- The school has good workplace health and safety practices
- Staff and students respect each other in this school
- The school is a well organised place in which to work
- The staff in this school are enthusiastic about their work
- The school is a good place in which to work
- The staff in this school put a lot of energy into their work
- This school has a strong commitment to daily physical activity

Student surveys continue to reflect responses below state mean in all areas. However, in 2008, every category showed improvement over the previous year.

Category	2007	2008
Student Outcomes	2.93	2.96
Curriculum	2.88	2.91
Pedagogy	2.53	2.72
Learning Climate	3.04	3.11
School Climate	2.57	2.61
Resources	2.49	2.73
Overall Rating	2.75	2.85

Satisfaction levels were significantly higher than the state mean in the following areas:

- What your teacher organises for your daily physical activity
- Your learning about the environment at this school