

Stanthorpe State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

I am very proud to present to you the Stanthorpe State School, 2015 Annual School Report. This report showcases the school's academic, sporting, cultural and well-being achievements for 2015. Please take the time to review and enjoy.

School progress towards its goals in 2015

Goals	Progress	Comments
Improvement in NAPLAN results in reading across years 3 and 5.	Significant improvement in achievement across year 3 reading and year 5 numeracy, evidence in 2014, with national minimum standards achieving substantially above the nation. Pleasing progress resulted in year 3 reading, spelling and numeracy; year 5 reading, writing, grammar & punctuation as students achieved statistically similar to the nation.	Future focus- significant increase in percentage of students achieving in the top two bands of NAPLAN.
Phase 1 of Positive Behaviour for Learning implemented.	Positive results with 95% of students feeling safe at our school.	Future focus- positive behaviours in non-classroom contexts.
Inclusive practices	Every student has the opportunity to engage in activities on the same basis as their peers.	Future focus- continual improvement in delivering inclusive practices.

Future outlook

- Engaging with research project involving Master Teacher, with a focus on embedding effective writing practices.
- Inclusion of all students across the whole school community.
- Positive outcomes in cultural and sporting areas.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	316	162	154	20	93%
2014	337	171	166	21	94%
2015	306	157	149	27	94%

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 2015, 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:

Stanthorpe State School has a relatively even ratio of male:female students. Of the 306 enrolled approximately 5% identify as Indigenous, 8% are verified as having a disability and less than 1% identify as having English as their second language.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	17	21
Year 4 – Year 7 Primary	22	28	23
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	6	15	21
Long Suspensions - 6 to 20 days	1	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.

Curriculum delivery

Our approach to curriculum delivery

Our teachers are delivering the Australian Curriculum through the Curriculum into the Classroom (C2C) program developed by Education Queensland in the areas of English, Maths, Science, History and Geography. Remaining curriculum areas (QLD curriculum) taught include Technology, The Arts and Health. Information Communication Technologies (ICTs) take a high priority at our school and teachers ensure these are embedded within all curriculum areas. Specialist teachers teach Physical Education, Music, Languages Other Than English (Italian) and Instrumental Music. Evidence gathering in the early years is aided with the inclusion of PMAP and Support A Talker.

Extra curricula activities

In 2015 our school offered many extra-curricular activities, provided by specialist teachers, classroom teachers as well as the school chaplain and the leadership team. These included the following-

- Instrumental music
- Senior and Junior Choir
- Chaplaincy programs – Brekkie Club
- Year 6 leadership camp
- Music camps
- Celebration concert of Border District performances
- ANZAC Day ceremony
- A wide variety of sporting opportunities- cluster/regional/state
- Multi-media competitions
- Maths/Science competitions
- Speaking competitions

How Information and Communication Technologies are used to improve learning

Information and Communication Technologies (ICTs) are embedded across all curriculum areas (including specialist lessons). Classrooms are resourced with a variety of technologies including interactive white boards, iPads, digital cameras and computers.

Teachers have access to laptops through the 'Computers for Teachers' program. All teaching staff, including some teacher aides, engage in regular ICT or e-learning professional development either for

their own learning or to meet the demands of the new curriculum.

Social Climate

The staff, students and wider Stanthorpe State school community experienced a positive social climate in 2015. With continual implementation of phase 1 of Schoolwide Positive Behaviour Support framework and the explicit teachings of the four behaviour expectations - Be Responsible, Be Respectful, Be Resilient and Be a Learner a very high percentage of students feel safe at this school (95%), 93% of staff feel safe at their school and 100% of parents feel their child is safe at school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	95%	100%
this is a good school (S2035)	100%	95%	100%
their child likes being at this school (S2001)	94%	100%	94%
their child feels safe at this school (S2002)	97%	95%	100%
their child's learning needs are being met at this school (S2003)	97%	93%	94%
their child is making good progress at this school (S2004)	100%	95%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	95%	94%
teachers at this school motivate their child to learn (S2007)	90%	98%	94%
teachers at this school treat students fairly (S2008)	100%	93%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	89%
this school works with them to support their child's learning (S2010)	100%	95%	89%
this school takes parents' opinions seriously (S2011)	93%	93%	88%
student behaviour is well managed at this school (S2012)	90%	93%	94%
this school looks for ways to improve (S2013)	94%	100%	100%
this school is well maintained (S2014)	97%	98%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	98%	96%
they like being at their school (S2036)	97%	97%	93%
they feel safe at their school (S2037)	99%	96%	95%
their teachers motivate them to learn (S2038)	99%	98%	95%
their teachers expect them to do their best (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	97%	96%	96%
teachers treat students fairly at their school (S2041)	90%	95%	95%
they can talk to their teachers about their concerns (S2042)	97%	94%	93%
their school takes students' opinions seriously (S2043)	97%	94%	94%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	89%	92%	90%
their school looks for ways to improve (S2045)	100%	98%	97%
their school is well maintained (S2046)	94%	97%	96%
their school gives them opportunities to do interesting things (S2047)	94%	94%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	94%	80%
they feel that their school is a safe place in which to work (S2070)	97%	97%	93%
they receive useful feedback about their work at their school (S2071)	90%	90%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	95%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	90%
student behaviour is well managed at their school (S2074)	97%	97%	90%
staff are well supported at their school (S2075)	97%	81%	72%
their school takes staff opinions seriously (S2076)	93%	77%	77%
their school looks for ways to improve (S2077)	100%	97%	87%
their school is well maintained (S2078)	97%	94%	100%
their school gives them opportunities to do interesting things (S2079)	97%	97%	83%

'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

Continual encouragement of parents and the wider community to become involved in the education of students at our school is achieved by:

- Junior classes enlisting parents, carers and other family members as regular class helpers.
- Encouraging participation in our active P&C meetings, tuckshop and fundraising events.
- Promoting attendance at school events such as information evenings, open days, our celebration concert and end of term events.
- Encouraging parents to access school based events and school life via our Facebook and website platforms.
- Leadership being active members of community groups such as Stanthorpe Road Safety Committee.

Reducing the school's environmental footprint

Sustained use of our rainwater tanks and solar panels will ensure that we continue to reduce our environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	169,423	1,274
2013-2014	159,719	1,128
2014-2015	185,040	22,809

*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.

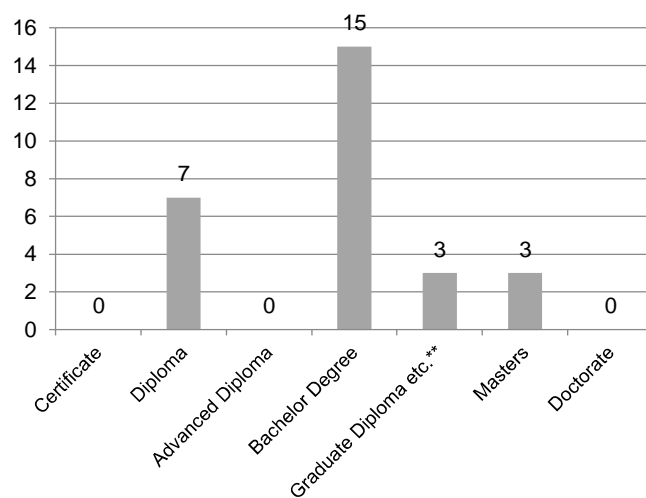
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	28	18	0
Full-time equivalents	24	12	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	3
Masters	3
Doctorate	0
Total	28



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 was over \$15 000.

The major professional development initiatives are as follows:

- Explicit Teaching – Anita Archer
- Coaching & Feedback
- Finance & Oneschool training
- Oneschool –unit curriculum planning
- Teaching of Reading
- Mentoring program

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 92% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	86%	87%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

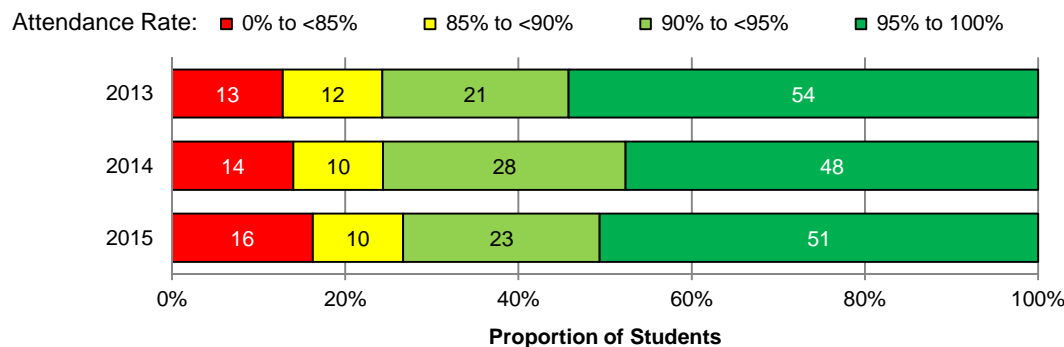
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	93%	93%	94%	93%	94%	93%	94%					
2014	93%	92%	92%	93%	91%	92%	94%	94%					
2015	93%	94%	92%	93%	93%	94%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Classroom teachers mark the roll using Oneschool, roll marking is completed twice a day. If a student is absent without explanation, the classroom teacher either sends home a standard letter requesting an explanation or phones the parent. If an explanation is not forthcoming one of the leadership team follows up with a phone call – our aim is for all absences to be explained. At the end of each term a letter is sent home to all families who have any children with unexplained absences. Parents are encouraged to inform us if there is an error regarding the unexplained absences. These errors are then amended in Oneschool, this is the official record of attendance.

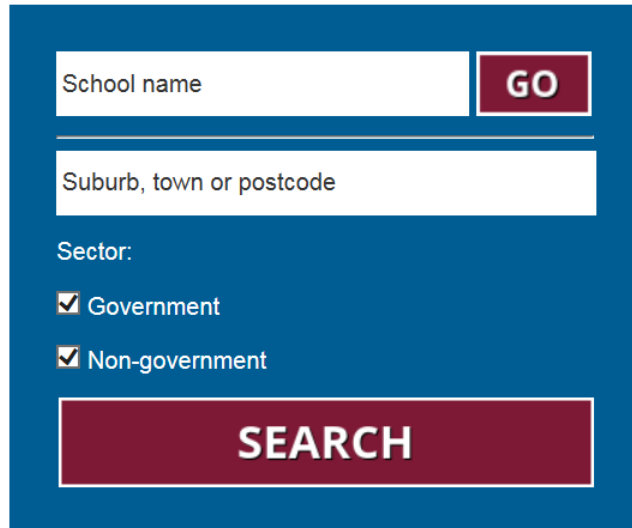
Students who experience regular absences, patterns of behaviour are looked for and a meeting organised with leadership and the parent. Education Queensland processes are followed, and plans (as appropriate) are put in place to support and encourage improved attendance. High absenteeism is noted on student report cards.

Our average student attendance rate is 93%.

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.

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.

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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.

Achievement – Closing the Gap

Our school had approximately 20 Indigenous students enrolled in 2015, across Preparatory to Year 6. 2015 NAPLAN results indicate the achievement of students from Indigenous backgrounds outperformed students from non-Indigenous backgrounds, in some areas of the test. 2015 evidenced a slight increase in the student attendance rate for Indigenous students.