

Stanthorpe State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

I am very proud to present to you the Stanthorpe State School, 2014 Annual School Report.

This report showcases the school's academic, sporting, cultural and well-being achievements for 2014.

Please take the time to review and enjoy.

School progress towards its goals in 2014

Goals	Progress	Comments
Improvement in NAPLAN results in reading across years 3, 5 and 7.	Significant improvement in achievement across reading, grammar and punctuation, spelling and numeracy.	Future focus- increase in percentage of students achieving in the top two bands of NAPLAN.
Phase 1 of Positive Behaviour for Learning implemented.	Positive results with 96% of students feeling safe at our school.	Future focus- enter phase 2 of Positive Behaviour for Learning.
Implementation of Geography – Australian Curriculum.	Geography is embedded into our school curriculum, including assessment and reporting.	Geography joins the suite of other Australian Curriculum subjects, i.e. English, Mathematics and Science.

Future outlook

- Engaging with phase two of Positive Behaviour for Learning.
- Engaging with research project involving Master Teacher, with a focus on embedding effective reading practices.
- Build positive and sustainable links with early years providers within the Granite Belt cluster.
- 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

Year levels offered in 2014: Early Childhood - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	298	140	158	91%
2013	316	162	154	93%
2014	337	171	166	94%

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

Characteristics of the student body:

Stanthorpe State School has a relatively even ratio of male:female students. Of the 300, 8% identify as Indigenous, 8% are verified as having a disability and 3% identify as having English as their second language.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	18	17
Year 4 – Year 7 Primary	27	22	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	23	6	15
Long Suspensions - 6 to 20 days	6	1	0
Exclusions [#]	1	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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. The other curriculum areas taught in the classroom 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 Educational, Music, Languages Other Than English (Italian) and Instrumental Music.

In 2014 our school implemented a Special Education Program that ran congruently with the whole school curriculum.

Extra curricula activities

In 2014 our school offered many extra-curricular activities, provided by specialist and 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
- Active After School program

How Information and Communication Technologies are used to assist 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. All staff and students have access to full wireless connectivity throughout the school campus.

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 2014. With the implementation of the 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 (96%), 97% of staff feel safe at their school and 95% 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:	2012	2013	2014
their child is getting a good education at school (S2016)	95%	97%	95%
this is a good school (S2035)	95%	100%	95%
their child likes being at this school* (S2001)	100%	94%	100%
their child feels safe at this school* (S2002)	95%	97%	95%
their child's learning needs are being met at this school* (S2003)	90%	97%	93%
their child is making good progress at this school* (S2004)	95%	100%	95%
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)	90%	97%	95%
teachers at this school motivate their child to learn* (S2007)	95%	90%	98%
teachers at this school treat students fairly* (S2008)	89%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	100%
this school works with them to support their child's learning* (S2010)	79%	100%	95%
this school takes parents' opinions seriously* (S2011)	89%	93%	93%
student behaviour is well managed at this school* (S2012)	79%	90%	93%
this school looks for ways to improve* (S2013)	90%	94%	100%
this school is well maintained* (S2014)	90%	97%	98%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	99%	100%	98%
they like being at their school* (S2036)	91%	97%	97%
they feel safe at their school* (S2037)	97%	99%	96%
their teachers motivate them to learn* (S2038)	96%	99%	98%
their teachers expect them to do their best* (S2039)	97%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	96%
teachers treat students fairly at their school* (S2041)	91%	90%	95%
they can talk to their teachers about their concerns* (S2042)	90%	97%	94%
their school takes students' opinions seriously* (S2043)	91%	97%	94%
student behaviour is well managed at their school* (S2044)	76%	89%	92%
their school looks for ways to improve* (S2045)	94%	100%	98%
their school is well maintained* (S2046)	95%	94%	97%
their school gives them opportunities to do interesting things* (S2047)	95%	94%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	94%
they feel that their school is a safe place in which to work (S2070)		97%	97%
they receive useful feedback about their work at their school (S2071)		90%	90%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	97%
student behaviour is well managed at their school (S2074)		97%	97%
staff are well supported at their school (S2075)		97%	81%
their school takes staff opinions seriously (S2076)		93%	77%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		97%	94%
their school gives them opportunities to do interesting things (S2079)		97%	97%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

We are working hard to encourage parents and the wider community to become involved in the education of students at our school. This is done through:

- 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.

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
2011-2012	177,236	1,476
2012-2013	169,423	1,274
2013-2014	159,719	1,128

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.

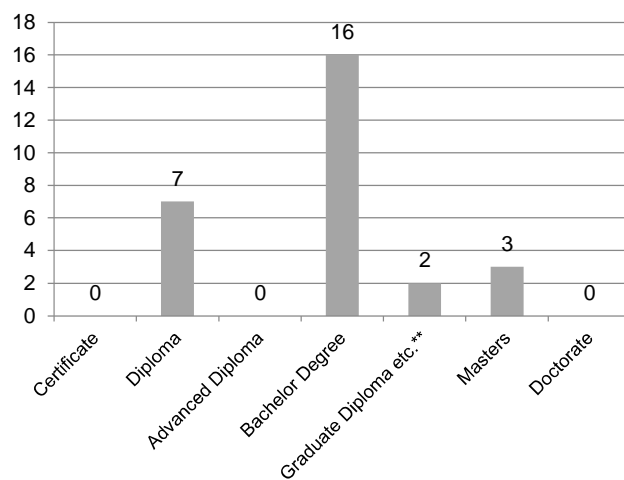
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	28	22	0
Full-time equivalents	24	13	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	16
Graduate Diploma etc.**	2
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 2014 were \$14 130.

The major professional development initiatives are as follows:

- Symphony of Teaching & Learning
- Explicit Teaching – Anita Archer
- Non-violent Crisis Intervention
- Information Communication & Technology
- Beginning phase of Coaching & Feedback
- Finance & Oneschool training
- Oneschool –unit curriculum planning
- Writing Success (teachers)
- First-Steps in Reading (teacher aides)

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%

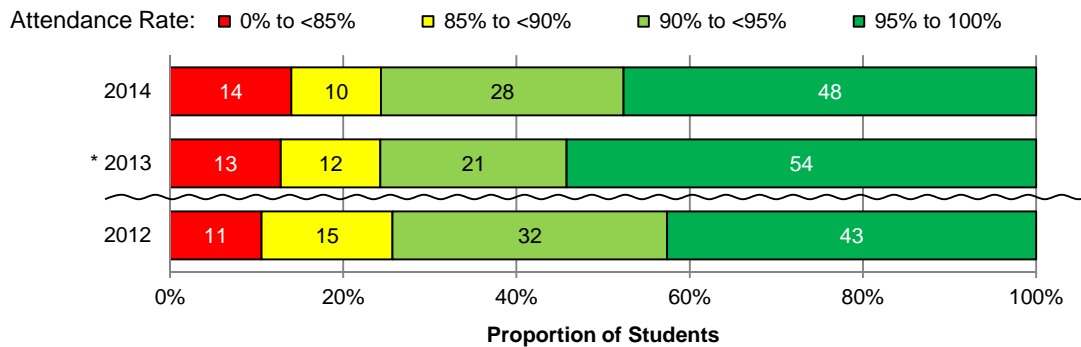
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	91%	95%	93%	92%	95%	90%	N/A	N/A	N/A	N/A	N/A
2013	93%	93%	94%	93%	94%	93%	94%	N/A	N/A	N/A	N/A	N/A
2014	92%	92%	93%	91%	92%	94%	94%	N/A	N/A	N/A	N/A	N/A

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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.

For students who experience regular absences, patterns of behaviour are looked for and a meeting organised with leadership and the parent. If this is not appropriate then a home visit from our principal may be conducted. Education Queensland processes are followed, and plans (as appropriate) are put in place to encourage improved attendance. High absenteeism is noted on student report cards.

Our student attendance rates sit one percent above the State average.

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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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. 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 2014, across Preparatory to Year 7. 2014 NAPLAN results indicate the achievement of students from indigenous backgrounds out-performed students from non-indigenous backgrounds, in some areas of the test. A significant difference exists between the percentage of Indigenous and non-indigenous attendance, with Indigenous attendance rates of less than 85% being over double that of the non-indigenous student population's attendance.