

# Stanthorpe 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



## Contact Information

Postal address:	PO Box 97 Stanthorpe 4380
Phone:	(07) 4681 5111
Fax:	(07) 4681 5100
Email:	principal@stanthorpess.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Mrs Jo-Anne Pozzi

## School Overview

Stanthorpe State School, located on the Granite Belt in Queensland, is a traditional, yet progressive state school for approximately 300 students, from preparatory to year 6. As our school motto proudly states, we 'Strive for Higher Things'. Our school Behaviour Expectations are - Be Respectful, Be Responsible, Be Resilient and Be a Learner. Teaching staff work collaboratively to design relevant, inclusive, intellectually challenging and innovative learning experiences. Classroom teachers work collaboratively with other professional educators, specialists within the health profession and support staff to bring out the very best in each child. Teachers are actively involved in ongoing professional learning and are committed to excellence in teaching and learning. Our classroom curriculum is complemented by specialist programs, these include The Arts, Physical Education, LoTE – Italian, Digital Technologies and a comprehensive extra-curricular program. Each and every student is important to us and as such we individualise the learning based on their educational needs.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

Goals	Progress	Comments
Improvement in NAPLAN results in Year 3 & 5 reading. Targets – 25% of Year 3 & 5 cohort in Upper 2 Bands.	Year 3 and 5 cohorts exceeding the target with Year 3 – 29.3% achieving in the Upper 2 Bands Year 5 – 28.6% achieving in the Upper 2 Bands	Future focus- whole school improvement in writing, with a particular focus on NAPLAN
Embedding coaching & feedback practices across reading and writing.	100% of teachers accessed coaching and feedback, supported by the Master Teacher.	Future focus- spelling

## Future Outlook

Goals	Progress
Continual Improvement in NAPLAN results for Year 3 and Year 5. NMS Targets – Yr 3 reading – 100% Yr 5 reading – 100%	Mean score averages continue to increase at a steady pace, whilst a small percentage do not meet NMS. Our future work will be ensuring all students meet national minimum standard.
Development of a community focused event aimed at health and wellbeing.	The Parents & Citizen's aims to hold its inaugural fundraiser later in September, 2018. This affair is a community event aimed at increasing participation in physical activity and building positive relationships within and across the community.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	306	157	149	27	94%
<b>2016</b>	310	159	151	32	88%
<b>2017</b>	308	156	152	34	91%

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/early-childhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

Stanthorpe State School has a relatively even ratio of male:female students. Of the 305 enrolled approximately 13% identify as Indigenous, 9% are verified as having a disability and less than 1% identify as having English as their second language.

## 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	24	23	22
Year 4 – Year 6	28	29	25
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The Australian Curriculum is delivered through the QLD State Schooling Curriculum into the Classroom (C2C) framework. Information Communication and Technologies (ICTs) takes a high priority at our school and teachers ensure these are embedded within curriculum areas across the school. Specialist teachers teach Physical Education, The Arts, Languages other Than English (Italian), Instrumental Music and Digital Technologies. Evidence gathering in the early years is aided with the inclusion of PMAP and Support A Talker.

### Co-curricular Activities

In 2017 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 (strings & brass/ woodwind / percussion)
- Senior and Junior Choir
- Chaplaincy program – Brekkie Club
- Year 6 leadership camp – Tallebudgera Beach Camp
- Music camps – including Mount Gambia Music Camp
- ANZAC Day ceremony
- Mother's Day and Father's Day celebrations
- A wide variety of sporting opportunities- cluster/regional/state
- Multi-media competitions
- Maths/Science competitions
- Speaking competitions
- Friday afternoon activities – sporting and cultural

### How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies (ICTs) are embedded across a variety of curriculum areas (including specialist lessons). Classrooms are resourced with a variety of technologies including interactive white boards, iPads, digital cameras, desktops and laptops. Students also have access to coding and Lego robotics.

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

### Overview

The staff, students and wider Stanthorpe State School community experienced a positive social climate in 2017. With the implementation of phase 2 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, students surveyed reported a 95% satisfaction or higher, in all areas relating to their school life.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	95%	80%
this is a good school (S2035)	100%	92%	80%
their child likes being at this school* (S2001)	94%	92%	83%
their child feels safe at this school* (S2002)	100%	92%	85%
their child's learning needs are being met at this school* (S2003)	94%	92%	85%
their child is making good progress at this school* (S2004)	94%	89%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	80%
teachers at this school motivate their child to learn* (S2007)	94%	92%	85%
teachers at this school treat students fairly* (S2008)	100%	84%	79%
they can talk to their child's teachers about their concerns* (S2009)	89%	95%	88%
this school works with them to support their child's learning* (S2010)	89%	97%	80%
this school takes parents' opinions seriously* (S2011)	88%	89%	70%
student behaviour is well managed at this school* (S2012)	94%	82%	68%
this school looks for ways to improve* (S2013)	100%	94%	79%
this school is well maintained* (S2014)	100%	95%	88%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	96%	98%
they like being at their school* (S2036)	93%	98%	95%
they feel safe at their school* (S2037)	95%	99%	98%
their teachers motivate them to learn* (S2038)	95%	99%	96%
their teachers expect them to do their best* (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	96%
teachers treat students fairly at their school* (S2041)	95%	100%	95%
they can talk to their teachers about their concerns* (S2042)	93%	94%	95%
their school takes students' opinions seriously* (S2043)	94%	95%	95%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
student behaviour is well managed at their school* (S2044)	90%	95%	89%
their school looks for ways to improve* (S2045)	97%	100%	99%
their school is well maintained* (S2046)	96%	99%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	99%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	80%	86%	66%
they feel that their school is a safe place in which to work (S2070)	93%	86%	69%
they receive useful feedback about their work at their school (S2071)	83%	83%	69%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	82%	91%
students are encouraged to do their best at their school (S2072)	100%	97%	89%
students are treated fairly at their school (S2073)	90%	89%	71%
student behaviour is well managed at their school (S2074)	90%	86%	69%
staff are well supported at their school (S2075)	72%	78%	60%
their school takes staff opinions seriously (S2076)	77%	78%	59%
their school looks for ways to improve (S2077)	87%	94%	74%
their school is well maintained (S2078)	100%	94%	94%
their school gives them opportunities to do interesting things (S2079)	83%	88%	66%

\* 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

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.
- Parent information sessions - How to support the young reader.
- Parent – Teacher interviews
- Encouraging participation in P&C meetings, tuckshop and fundraising events.
- Promoting attendance at school events such as information evenings, open days, and end of term events, including Mother's and Father's Day events.
- Encouraging parents to access school based events and school life via our Facebook and website platforms.
- Awards Night attendance encourages staff and family celebration of student success.
- Leadership team being active members of community groups such as the Early Year's Committee.

Consultation processes regarding matters related to student learning is taken seriously at Stanthorpe State School. Teachers and leadership invite parents and carers to be co-contributors to students' curriculum plans.

## Respectful relationships programs

The school is in the second phase of implementing the Positive Behaviour for Learning (PBL) framework. PBL has been implemented at Stanthorpe State School for close to 4 years. Our Health curriculum has embedded the Daniel Morcombe units, which focus on recognising, reacting and reporting behaviours that make people, particularly children feel unsafe.

## 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	21	22	20
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The school gardens and electricity usage were our focus areas in 2017. Simple measures were implemented i.e. using mulch, watering in the cooler times of the day and reducing consumption of electricity by turning off unused appliances.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	185,040	22,809
2015-2016	58,419	565
2016-2017		

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	33	20	<5
Full-time Equivalents	27	13	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	21
Diploma	7
Certificate	0

\*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 \$21 346.

The major professional development initiatives are as follows:

- Coaching & Feedback
- Finance & Oneschool training
- Oneschool –unit curriculum planning
- Teaching of Reading (SCORE & miscue analysis) and writing
- Mentoring program and support for beginning teachers

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.	96%	95%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% 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).	93%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	89%	86%

\*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%.

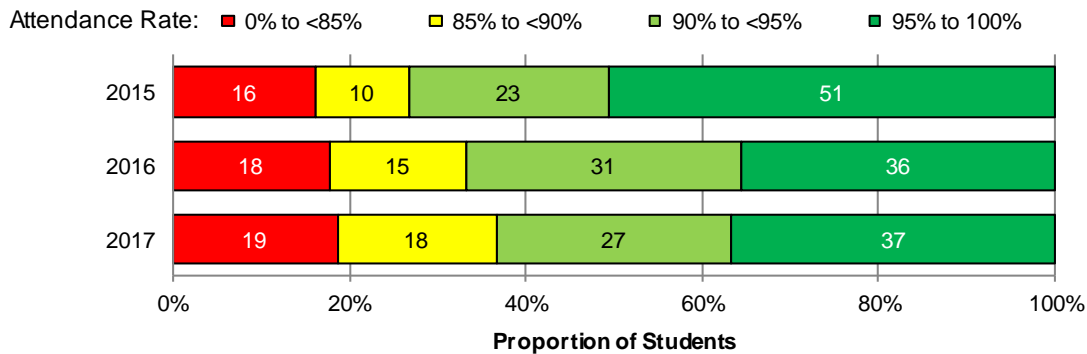
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	94%	92%	93%	93%	94%	91%						
2016	92%	90%	92%	93%	90%	92%	91%						
2017	92%	91%	91%	90%	91%	91%	91%						

\*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.

In 2017 classroom teachers marked the roll using Oneschool, roll marking was completed twice a day, once at the beginning of the day and then again after lunch. In 2017 our system changed to SMS contact for all unexplained absences. This system reported to parents, via SMS if their child was not in attendance. Parents were then provided the opportunity to report the reason for the absence. This new method of recording reasons for absences provided fast and effective means of communicating student attendance.

Our main strategy for improving student attendance in 2017 was to extend Friday Afternoon Activities to include students in years 3-4. The aim was to increase student attendance through to the end of the week, by encouraging more students in years 3-6 to attend until Friday 3pm as the week culminated with sporting and cultural activities.

## 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

GO

Sector:

Government

Non-government

SEARCH

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 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.