Stanthorpe State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Stanthorpe State School, located on the Granite Belt in Queensland, is a traditional, yet progressive state school for over 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 with students and families to design relevant, inclusive, flexible, intellectually challenging, and innovate learning which has a strong foundation in literacy and numeracy, and higher order thinking skills. Our classroom curriculum is complemented by specialist music, physical education, Italian lessons, and a comprehensive extra-curricular program. Each and every student is important to us and we individualise the learning based on their educational needs. Classroom teachers also 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.

Principal's Foreword

Introduction

Introduction

I am very proud to present to you the Stanthorpe State School, 2016 Annual School Report.
This report showcases the school's academic, sporting, cultural and well-being achievements for 2016.
Please take the time to review and enjoy.

School Progress towards its goals in 2016

Goals	Progress	Comments
Improvement in NAPLAN results in Year 5. Targets - U2B in reading – 25% writing – 10%	Significant improvement in achievement with the upper two bands for year five, in the following areas – reading (32%), writing (13%), grammar & punctuation and numeracy.	Future focus- whole school improvement in writing, with a particular focus on NAPLAN
Phase 1 of Positive Behaviour for Learning implemented.	Positive results with 99% of students feeling safe at our school.	Future focus- implementing phase 2 of the Positive Behaviour for Learning framework.

Future Outlook

Goals	Progress
Continual Improvement in NAPLAN results for year 3 and year 5. NMS Targets – Yr 3 reading – 97% writing – 100% Yr 5 reading – 95% writing – 97%	All teaching staff have engaged with professional learning in regards to writing. Teachers also engage with coaching and feedback led by the Master Teacher.

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Our School at a Glance

School Profile

Coeducational or single sex:　　Coeducational

Independent Public School:　　No

Year levels offered in 2016:　　Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	337	171	166	21	94%
2015*	306	157	149	27	94%
2016	310	159	151	32	88%

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 2016, 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

Overview

Stanthorpe State School has a relatively even ratio of male:female students. Of the 310 enrolled approximately 11% identify as Indigenous, 10% 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	**2014**	**2015***	**2016**
Prep – Year 3	17	24	23
Year 4 – Year 7	28	28	29
Year 8 – 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.

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Curriculum Delivery

Our Approach to Curriculum Delivery
Our teachers deliver the Australian Curriculum through a range of pathways, L4L units (English), Primary Connections (Science) and the Curriculum into the Classroom (C2C) program developed by Education Queensland in the areas of 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), 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 2016 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
- Friday afternoon activities – sporting and cultural

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.

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.

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Social Climate

Overview

The staff, students and wider Stanthorpe State school community experienced a positive social climate in 2016. 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 Leaner, a very high percentage of students feel safe at this school (99%), 86% of staff feel safe at their school and 92% of parents feel their child is safe at school. Other positive results regarding the social climate include 100% of students are happy with the way teachers treat them and they are happy with how behaviour is managed (95% satisfied).

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	100%	95%
this is a good school (S2035)	95%	100%	92%
their child likes being at this school* (S2001)	100%	94%	92%
their child feels safe at this school* (S2002)	95%	100%	92%
their child's learning needs are being met at this school* (S2003)	93%	94%	92%
their child is making good progress at this school* (S2004)	95%	94%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	95%
teachers at this school motivate their child to learn* (S2007)	98%	94%	92%
teachers at this school treat students fairly* (S2008)	93%	100%	84%
they can talk to their child's teachers about their concerns* (S2009)	100%	89%	95%
this school works with them to support their child's learning* (S2010)	95%	89%	97%
this school takes parents' opinions seriously* (S2011)	93%	88%	89%
student behaviour is well managed at this school* (S2012)	93%	94%	82%
this school looks for ways to improve* (S2013)	100%	100%	94%
this school is well maintained* (S2014)	98%	100%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	96%	96%
they like being at their school* (S2036)	97%	93%	98%
they feel safe at their school* (S2037)	96%	95%	99%
their teachers motivate them to learn* (S2038)	98%	95%	99%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	97%
teachers treat students fairly at their school* (S2041)	95%	95%	100%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	94%	93%	94%
their school takes students' opinions seriously* (S2043)	94%	94%	95%
student behaviour is well managed at their school* (S2044)	92%	90%	95%
their school looks for ways to improve* (S2045)	98%	97%	100%
their school is well maintained* (S2046)	97%	96%	99%
their school gives them opportunities to do interesting things* (S2047)	94%	96%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	80%	86%
they feel that their school is a safe place in which to work (S2070)	97%	93%	86%
they receive useful feedback about their work at their school (S2071)	90%	83%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	82%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	97%	90%	89%
student behaviour is well managed at their school (S2074)	97%	90%	86%
staff are well supported at their school (S2075)	81%	72%	78%
their school takes staff opinions seriously (S2076)	77%	77%	78%
their school looks for ways to improve (S2077)	97%	87%	94%
their school is well maintained (S2078)	94%	100%	94%
their school gives them opportunities to do interesting things (S2079)	97%	83%	88%

* 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.
- 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, Mother's and Father's Day 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.

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.

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Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school in in the second phase of implementing the Positive Behaviour for Learning (PBL) framework, PBL has been implemented at Stanthorpe primary for close to 3 years. Our Health curriculum has embedded the Daniel Morcombe units, which focus on recognize, react, report.

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	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	15	21	22
Long Suspensions – 6 to 20 days	0	0	1
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.

Environmental Footprint

Reducing the school's environmental footprint

The school gardens and electricity usage was our focus in 2016. Simple measures were implemented i.e. using mulch and reducing consumption of electricity by turning off unused appliances.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	159,719	1,128
2014-2015	185,040	22,809
2015-2016	58,419	565

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.**

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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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	33	20	<5
Full-time Equivalents	28	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	20
Diploma	7
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $13 929.

The major professional development initiatives are as follows:

- Coaching & Feedback
- Finance & Oneschool training
- Oneschool –unit curriculum planning
- Teaching of Reading
- Mentoring program and support for beginning teachers
- Words their Way
- SCORE

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	87%	89%

*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 2016 for all Queensland Primary schools was 93%.

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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
2014	93%	92%	92%	93%	91%	92%	94%	94%					
2015	93%	94%	92%	93%	93%	94%	91%						
2016	92%	90%	92%	93%	90%	92%	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:
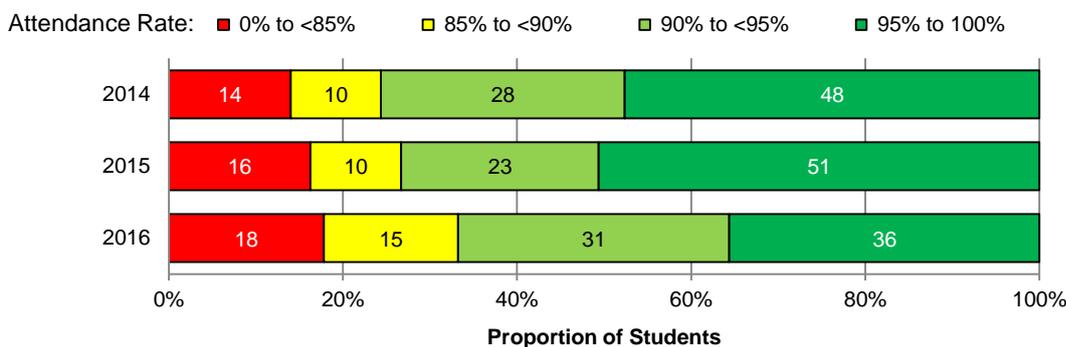
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

In 2016 Classroom teachers marked the roll using Oneschool, roll marking was completed twice a day. If a student was absent without explanation, the classroom teacher either sent home a standard letter requesting an explanation or phones the parent. If an explanation was not forthcoming, one of the leadership team followed up with a phone call. At the end of each term a letter was sent home to all families who had any children with unexplained absences. Parents were encouraged to inform us if there is an error regarding the unexplained absences. These errors were then amended in Oneschool, this was the official record of attendance.

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

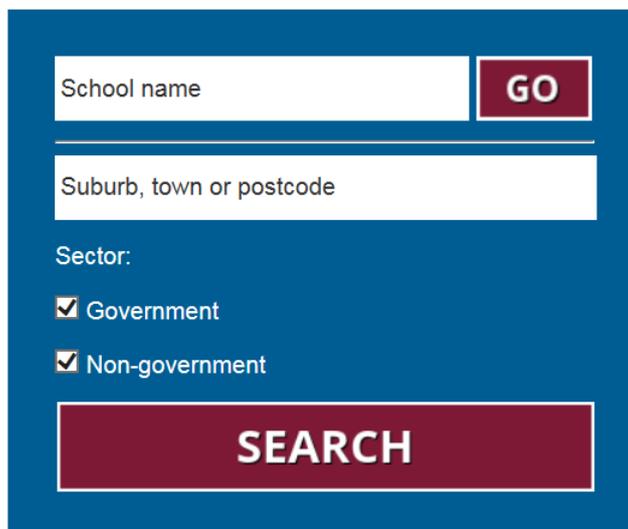In 2017 our system has changed to SMS contact for all unexplained absences.

Our main strategy for improving student attendance in 2016 was to introduce Friday Afternoon activities. The aim was to increase student attendance through to the end of the week.

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.**

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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.

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