

QUEENSLAND STATE SCHOOL REPORTING - 2010

Stanthorpe State School (0132)



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Principal's foreword

Introduction

Our school provides a safe, challenging learning environment which focuses on Quality Learning, Quality Relationships and Quality Behaviour. We use our Stanthorpe Seven to continually reflect and challenge ourselves to be the best we can.

School progress towards its goals in 2010

In 2010 we made considerable progress towards our goals:

- * eLearning more prevalent in daily lessons, and increased use of digital technologies by teachers and students; all classes now have an Interactive Whiteboard and also laptops in classrooms.
- * Teacher Design with Student involvement in the design of our captivating classrooms to create 21st C learning spaces.
- * Improved student learning outcomes in Reading, and more intensive monitoring individual progress of students.
- * Improving staff skill in: explicit teaching strategies for Literacy and using various eLearning strategies in the classrooms.
- * Understanding and teaching the ICT student expectations, and nomination in 2011 Microsoft Innovative Schools Program.

Future outlook

- * Maintain focus on eLearning and the use of digital technologies, particularly to enhance the learning and assessing for the diverse range of students in our classrooms.
- * Complete the development of our new Library (Star Studios) and Yr 4-5 major classroom upgrades with student design.
- * Improved student Achievement in Reading across a variety of measures.
- * Focussed explicit teaching for English and Student ICT expectations.
- * Teaching Reflection, Self-Assessment, and Self-reporting to students to improve learning understandings.
- * Prepare students and staff for implementation of the Australian Curriculum in 2012.

Our school at a glance

School Profile

Stanthorpe State School is a Band 8 Co-educational School, providing quality learning for Prep Year to Year 7 in a variety of single year level and multiage classrooms which provide a choice for parents.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
356	185	171	85%

Characteristics of the student body:

Our Prep classes have their own site across the road, but come across to the school for access to PE lesson, ICT lessons in our "Gallery", and Music lessons, and soon to visit the School STAR studios (our Resource Centre/Library).

Teachers work with parents and other teachers to develop a full knowledge of the students learning needs to incorporate these into their lessons.

Our families are from a range of social, economic and cultural backgrounds. We have a small (7) % of Aboriginal students and significant European heritage families (Italian, German). Students all have significant differences in their life experience; from those who have been at 5 schools, to those who have never left the district; from extended multicultural families to single parent and newly blended families. Given this diversity and change, we provide a consistent approach to enable students who are strong in themselves (emotionally and intellectually) and welcoming to others.

A strong framework for our school is the work of Dr. William Glasser on understanding human behaviour. We seek to be a Quality School and Choice Theory provides the basis for our beliefs in Internal Motivation and Individual Responsibility.

This is our basis for forming Quality Relationships. All staff are trained in Choice Theory as part of our cohesive school vision and direction. We believe that people are at their best when the school culture reflects:

Internal motivation – people aspiring to learn and do their best for their own satisfaction.

Individual Responsibility - we all take responsibility for our behaviours.

School systems which align with our values and beliefs.

Self-evaluation of our personal practices using our values and beliefs as a guide.

Self-managing behaviours which are modelled and actively encouraged.

We put a lot of energy into supporting our students and families, as we experience significant student turnover, mainly from families moving to and from the Granite Belt District. This mobility rate is approximately 40 -50 % in any year.

A very high proportion (96-98%) continue their secondary years at Stanthorpe State High.

Class sizes – Proportion of school classes achieving class size targets in 2010.

Phase	Average Class Size	Percentage of classes in the school			
		On or under targ	Under Target	On Target	Over Target
Prep – Year 3	20	100%	100%	0%	0%
Year 4 – Year 10	21	100%	71%	29%	0%
All Classes	21	100%	86%	14%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	2
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our school at a glance

Our distinctive curriculum offerings Our School this year has adopted the new Australian Curriculum for our Prep and Year One. This is so that the adjustment next year in 2012 when this becomes mandatory. This is complemented by Qld Curriculum Framework of Essential Learnings. These curriculum intent documents are used to students to design relevant, inclusive, flexible, intellectually challenging, innovative multi-disciplinary learning experiences and assessment devices which have a strong foundation in Literacy and Numeracy.

Classroom teachers are responsible for most of the curriculum, however we have Specialist teachers in the areas of Music, Dance, Italian and Physical Activity. We also provide an Instrumental Music program in both Strings and Brass-Woodwind / Percussion. Our **Stanthorpe Seven Values and Behaviours** are another curriculum element. We *“Strive for Higher Things”* by seeking quality and building a community which shows we value:

Safety	- I'm safe, you're safe !
Respect	- Respect for all !
Success	- Success shows !
Learning	- Learning to be the best me !
Belonging	- I belong !
Acceptance	- Accepting we all belong !
Personal Responsibility	- I am responsible for me !

We incorporate explicit teaching of these values into our curriculum, and students reflect on their progress in demonstrating our values twice a year. This information is reported to parents also.

Extra curricula activities this year our students have been involved in many extra curricular programs:

Music, which is a strong feature of our school. We have choirs for year Prep – Four, and then Junior Choirs, Senior Girls Choir, Boys Choir as well as many different Instrumental Music Groups. Our students always perform outstandingly well in our Eisteddfods and put on many performances for different groups during the year. We have a very high level of students (over 80%) involved in some additional Music learning.

We also have an Extensive sports program for all students. All students are involved in Smart Moves programs to promote daily physical activity. Yr 4 – 7 students participate in a competitive and skill building sports program with weekly Sport afternoons.

Our Rock and Water Program begins at Yr 4 and goes to Yr 7. This program involves students learning about ways of dealing with different situations they may encounter at school and in the wider community. Children are taught self-confidence, body awareness and strategies to diffuse potential conflict situations. The instances of children resorting to violence to solve problems has been reduced dramatically as the students skills have developed. Yr 4 – 7 students have a 6 month program of lessons with specially trained staff. Our staff and Chaplain also do intensive additional Rock and Water Training for students who require intensive support from all year levels.

We have a fabulous Chaplain who also provides other programs, eg Shine for Girls.

How Information and Communication Technologies are used to assist learning

Over the past few years we have been building on our infrastructure and hardware for students to access quality digital tools, and now our focus is on eLearning using digital pedagogies and how we use the equipment. This will be an ongoing focus for the coming years.

We were nominated in 2010 as one of 3 Qld Microsoft Innovative Schools, and a team is participating in this program in 2011.

We have an extensive infrastructure for ICT's:

- * 100% data cabling throughout the school.
- * All classes have Interactive Whiteboards.
- * Webcams, digital microscopes, copy-printer-scanners, video and still cameras (with microphones and tripods) for all.
- * Teachers are involved New Technologies trials, using video Ipods, Scanners, Ipads in the classrooms with students.
- * Wireless connection in STAR studios, staffroom, new computer lab (The Gallery), and now yr 4-7 classrooms.

Our school at a glance

* Small hubs of Computers and laptop banks in each classroom (1:6 students)

To facilitate effective use of the digital world our staff have engaged with much professional learning around using New digital technology tools to improve e-learning.

- We have two members of staff who are Regional Facilitators in the Pedagogical License Process.
- All staff have their Certificate Level License; 12 Teaching staff are undertaking their Digital Pedagogical License, and 3 Leaders are completing their Advanced Pedagogical License.
- Attendance at E-learning conferences (8 staff);
- Presentations at 4 E-learning conferences (Principal and 2 staff).
- Weekly sharing and PD “in-house”.
- Regional Trial of Symphonising Learning Model.

In 2008 we were selected as one of 11 schools statewide for classroom and technology renovations. This has provided us with our newly renovated room, “The Gallery” and “The Green Room”. The Green Room is a media room, it provides us with the technology and a space for filming movies. “The Gallery” is a computer lab which can take a whole class of students (it is also an Art Gallery”. EQ provided data cabling, switches, groovy new furniture, wireless internet, a screen, data projector and the media equipment for this project. Our school and parent body have funded computer upgrades, new flatscreen monitors, and 5 new laptops for the room.

Last year saw the completion of a major renovation to our yr 6-7 classrooms as part of this project. The classrooms and verandah space will be completely gutted and changed to create open learning spaces with new different student furniture, soft seating, new lighting, wireless connections, Interactive Whiteboards, Fridge, Water cooler, document camera, large screen tv and desktop box and hard drive. Students have been involved in the design and colours of the rooms.

We have completed 21st Century classrooms renovations for yr 4-7 classes, Prep, Yr 1, and one yr 2-3 class.

Social climate

The Social Climate of our School is a very important measure for us, as we put a great deal of value on quality relationships. In April 2010, an impressive 98% of students in our school were invited to “Self-Managing Celebrations” for students who are self-managing, or who are trying very hard to be. We have a School Chaplain, Guidance Officer, and a Youth Worker based at our school who both provide invaluable support to students and families.

We have also been collecting data for several years on the impact of our Values and behavioural expectations, and teaching of social skills. The data below indicates the % of the students who are self-managing in their behaviours for 2010

	Personal Responsibility	Safety	Respect	Acceptance	Belonging	Learning	Success	Overall
Not self managing	4.70%	1.50%	2.50%	0.60%	6%	9.60%	2.20%	4.80%
Working towards self managing	27.50%	17.60%	25.80%	14.40%	25.70%	37.60%	2.20%	34.70%
Self managing	67.80%	80.90%	71.70%	85%	68.30%	52.80%	95.60%	60.50%

This was affirmed by our whole of school parent survey asking for an indication of whether they see positive changes in our school climate and in their son/daughter’s behaviour as a result of our school values. We had a huge 82% return rate for the survey. Only 4% of parents indicated that they did not see any positive change from our School Values and Behaviours. Overwhelmingly most did!

Our school at a glance

Parent, student and teacher satisfaction with the school

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	95%
Percentage of students satisfied that they are getting a good education at school	na usually high
Percentage of parents/caregivers satisfied with their child's school	87%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	77%
Percentage of staff members satisfied with morale in the school	70%

Involving parents in their child's education.

Our parents and community actively participate in the life of the school through:

- * Participating on our P&C, School Council or as a Class Parent P&C representative.
- * Our curriculum links to individuals and businesses.
- * P&C events and fundraising and School Council strategic decision-making,
- * Class helpers on a daily, weekly or occasional basis.
- * Working groups eg Preschool, Music, Special Ed and Grounds development, and occasional special topics eg Reporting.
- * Voluntary tutoring in reading/writing, and attending parent information programs about how to support their children eg First Steps Number and Reading; Support a Talker, and Support a Reader programs.
- * Participation in parent education programs developed in collaboration with Community Development Services, and events.

Our school actively participates in the community by staging musical performances, supporting established community events and providing the resources for local events. We also work closely with other agencies, eg Community Development Services (CDS) in providing Parent Education programs and promotions which complement our schools commitment to building personal responsibility and internal motivation

Reducing the school's environmental footprint

Our school has installed large rainwater tanks which are linked to our irrigation and toilet flushing systems. These have reduced our water usage considerably. Our school, however, is located in the coldest climate in Queensland, and as such we find the need to have our school (inefficient) electric bar heaters on for at least 6 months of the year. While we couple this with reverse fans to push warm air down for comfort. These together are highly energy inefficient, however necessary.

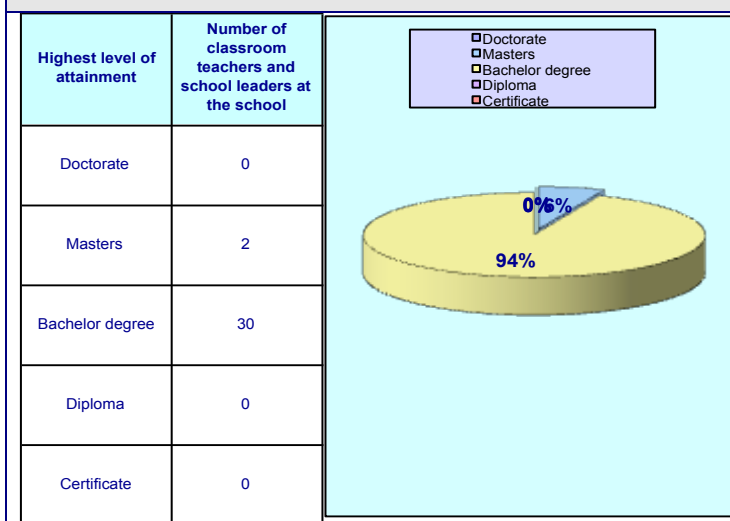
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity wH	WaterKL	GasMJ
2010	\$49,127	\$30,320	\$15,309	\$2,176	\$1,030	\$0	\$292	142,347	1,457	0
2009	\$42,736	\$26,116	\$0	\$0	\$3,232	\$0	\$13,388	1,703	2,491	0
% change 2009 - 2010	15%	16%	N/A	N/A	-68%	N/A	-98%	8259%	-42%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	32	22	0
Full-time equivalents	28	12	0

Qualifications of all teachers.



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$23 430 .

The major professional development initiatives are as follows:

- Coaching and Mentoring of Leaders;
- eLearning Conferences and in-house sharing;
using Mac Platform;
- Research projects on 21st C Learning and Learning Spaces;
- First Steps in Maths and Reading Programs;
- Functional Grammar;
- QELI Leaders Program (Assistant Principals and Principal);
- Digital Pedagogical Licenses;
- Reading Research Project;

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 88% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 92%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91%	93%	93%	94%	94%	93%	92%	na	na	na	na	na

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

- * Our staff mark student rolls each morning and again after lunch, currently using paper based rolls, although we look forward soon to using OneSchool rollmarking.
- * When a child is absent, parents are expected to make a phone call (the message is emailed to teachers), or send a written note.
- * Where parents do not do this, teachers have a template reminder letter which is sent home with the child. When this is not returned, this is mailed to parents. The aim is for all absences to be explained.
- * When a child is away for several days, the teachers are to notify the office staff who call the parents to checkup.
- * When this occurs regularly the teacher is to notify their line manager (eg Principal or Assistant Principal or Head of Special Education Services) who will then follow up with the parent.
- * Where it is felt appropriate, the Chaplain and /or Guidance Officer may conduct a home visit to check on the child and affirm the importance of attendance every day.
- * Where student absences continue to be unexplained, and /or frequent, the teacher is to notify the Office and their Leader, who will then pursue the series of letters and documentation with parents, escalating to police notification etc. in line with EQ policy and procedures.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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

Last year our school has 27 Indigenous Students, although many of them came last year (including a few special education, and have since moved, leaving us currently with 12 Indigenous students. Naplan results would indicate that overall there is a small gap between Indigenous and Non-Indigenous achievement, although this varies from student to student. This small gap is also reflected in attendance, although this was particular to two families. One family have left, and another has improved their childrens' attendance considerably in 2011.

Deb Cox – Principal

Stanthorpe State Primary School