

# Queensland State School Reporting – 2011

## Stanthorpe State School (0132)



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## Principal's foreword

### Introduction

Stanthorpe State Primary School is the largest primary school on the Granite Belt and is situated in the heart of the township of Stanthorpe. It was established in 1874 and has grown into a school that provides a warm and supportive learning environment for students from our diverse and culturally rich rural and town communities.

Learning occurs in specifically designed, flexible learning spaces that have been created to provide for individual needs and learning styles. This provides opportunities for independent, small group and whole class learning using both non-digital and digital tools. We have a very experienced teaching staff that strives to deliver motivating and challenging classroom programs that align with the Curriculum into the Classroom (C2C), something we trialled in 2011 and have implemented this year.

### School progress towards its goals in 2011

As a school, we have made some progress towards our goals including:

- All classroom teachers effectively use their interactive whiteboards
- All staff have been involved in professional conversations with the leadership team and completed their Developing Performance Frameworks inline with the schools priorities and their own professional learning goals
- All teachers are continually involved in the collection of reading data and its analyses

A number of the goals that were not met have been written into our current Annual Implementation Plan – 2012, whilst some are no longer relevant due to the new curriculum that we have embraced this year and the focus of the new leadership team.

### Future outlook

**The future outlook for Stanthorpe State primary School is a positive one. Whilst there are areas that have been identified as needing improvement, the foundation on which we begin to do this is a strong one, with a highly experienced and motivated staff and a school community that is progressively becoming more involved within our school. The following areas have been identified as key priorities for 2012.**

- Building strong community engagement
- Personalised student learning through the use of purposeful data
- Implementation of the Australian Curriculum using the C2C
- High quality learning with a focus on explicit teaching
- Coaching and feedback models for staff to support the Maximising Achievement Program
- Effective use of digital technologies

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
321	161	160	90%

### Characteristics of the student body:

The school caters for children from both urban and rural sectors of Stanthorpe and the wider Granite Belt community, including a small number of children from New South Wales. Our families come from a range of social, economic and cultural backgrounds, including a small number of indigenous students (7%) and many with a strong family connection to a European heritage – particularly Italian and German. At Stanthorpe State Primary School we experience significant student turnover (due to the seasonal nature of much of the work available in the area) and have students who have attended many schools before they enrol with us, whilst for others we are the only school they attend for their primary school years. A high percentage of the students that complete their education at Stanthorpe State Primary School continue their secondary years at Stanthorpe State High – about 95%.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	22.6
Year 4 – Year 10	26
Year 11 – Year 12	
All Classes	24

### School Disciplinary Absences

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

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

All of our teachers are delivering the new Australian Curriculum through the Curriculum into the Classroom (C2C) program developed by Education Queensland in the areas of English, Maths and Science. The other curriculum areas taught in the classroom include Studies of Society & Environment, Technology, Visual Art and Health. Information Communication Technologies (ICT's) take a high priority at our school and teachers ensure these are embedded within all curriculum areas. Specialist teachers teach Physical Educational, Music and Languages Other Than English (Italian).

Our school has a Special Education Unit that currently runs a range of both curriculum and social programs to support our students with disabilities.

### Extra curricula activities

Our school offers many extra-curricula activities, provided by specialist and classroom teachers as well as the school Chaplain and the leadership team.

- Student Council
- Instrumental music
- Choirs
- Chaplaincy programs – SHINE, Brekkie Club
- 'Rock and Water' – student resilience training
- Year 6 leadership camp
- Music camp
- Celebration concert
- ANZAC Day ceremony
- A wide variety of sporting opportunities
- Multi-media competitions
- Maths/Science competition
- Speaking competition
- Active after school program

### How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICT's) are embedded across all curriculum areas (including by specialist teachers) with classrooms resourced with a variety of technologies including Interactive White Boards, iPads, digital cameras and computers. The use of this equipment is supported through school initiatives such as an iPad trial, regular professional development (both in and out of school) and the computer lab containing 26 desktops for whole class use. This year has seen the implementation of COWS (Computers on Wheels) for use in Years 6-7. There is an Interactive Whiteboard in every classroom and our new Resource Centre has a green room.

Students are encouraged to work toward the attainment of the ICT keys, an initiative designed around the student ICT expectations. This was one aspect of a project that was completed as part of our commitment to the Microsoft Innovative Schools Program.

All teachers have access to laptops through the "Computers for Teachers" program. A work case was put forward and teachers were offered a choice Apple Macs or Dell laptops, with 95% of teachers opting for the Apple Mac, making us a multi –platform school running both Apple and PC. All 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. This has led to six teachers obtaining their Digital Pedagogical License and the remaining teachers with the attainment of their ICT certificate. Technical and curriculum support is offered through expertise within our current staffing.

The school has a maintenance replacement schedule for ageing computers. Full wireless connectivity has been achieved in the new Resource Centre, our computer lab and also in selected classrooms (in the upper years). The purchasing of ICT's is done through a consultation process with the Technology Team, consisting of teachers and other relevant staff

## Social climate

Our school places a strong emphasis on the 'Stanthorpe Seven Values and Behaviours' for both staff and students. We encourage students to become 'self managers' of their behavioural choices and emotions through focusing on:

# Our school at a glance

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!

Students are supported through programs provided by our school Chaplain, behaviour support staff and the leadership team. These include SHINE and Rock & Water, with individual student plans being developed as required. We have established a consistent set of consequences for both positive and negative behavioural choices and use strategies such as reward days and a reflection room respectively. In our 2011 School Opinion Survey, 92% of parents indicated that their child was happy to come to school each day, and 85.9% of students stated they feel safe at our school.

## Parent, student and teacher satisfaction with the school

The majority of parents and students are satisfied with our school and the quality of education that is being provided. Our teachers and staff are friendly, approachable and highly experienced, and most have been eager to participate in numerous professional development activities (many in their own time) to ensure they maintain the high standard.

Student and staff satisfaction rating for 2011, when compared to the 2010 results, have shown slight improvement in two areas; staff members satisfied with morale in the school and students satisfied that they are getting a good education at school. However we lost ground with percentages down in both the number of parents/carers satisfied with their child's school and the number of parents/carers who are satisfied their child is receiving a good education.

This data has provided us with areas on which we have focused much of our work in 2012. These include:

- Improving communication to parents/carers to ensure all are well informed about what is happening within the school, as well as the progress of their child/ren
- Clearly articulating the expectations of behaviour standards and responses to inappropriate behaviour, as well as celebrating the vast majority of students who regularly demonstrate appropriate behaviours
- Providing regular and explicit feedback to students regarding the expectations and standards of set tasks and assessment pieces
- Ensuring the provision of professional development focuses on the needs of our teachers and the demands of the new curriculum

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	72%
Percentage of students satisfied that they are getting a good education at school	82%
Percentage of parents/caregivers satisfied with their child's school	88%
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	74%

## 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 and fundraising events
- Improving attendance at our parent support group organized by our school Chaplain
- Promoting attendance at school events such as information evenings, open days and our celebration concert
- Encouraging participation in parent working groups, such as the Music and Special Education parent groups
- Establishing the Ready Readers program within the school

## Our school at a glance

- Promoting parent education groups developed in collaboration with Community Development Services

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

2011 saw our school increase in physical size with the building of the Resource Centre and the complete refurbishment of one of our classroom blocks. During this time our power usage increased - as is to be expected. This year we have become an Earth Smart School and are working, along side our students, towards developing programs to increase our recycling, decrease our power usage and develop our natural habitats. These programs, along with the sustained use of our rainwater tanks and solar panels will ensure that we continue to reduce our environmental footprint.

Environmental footprint indicators, 2010-2011

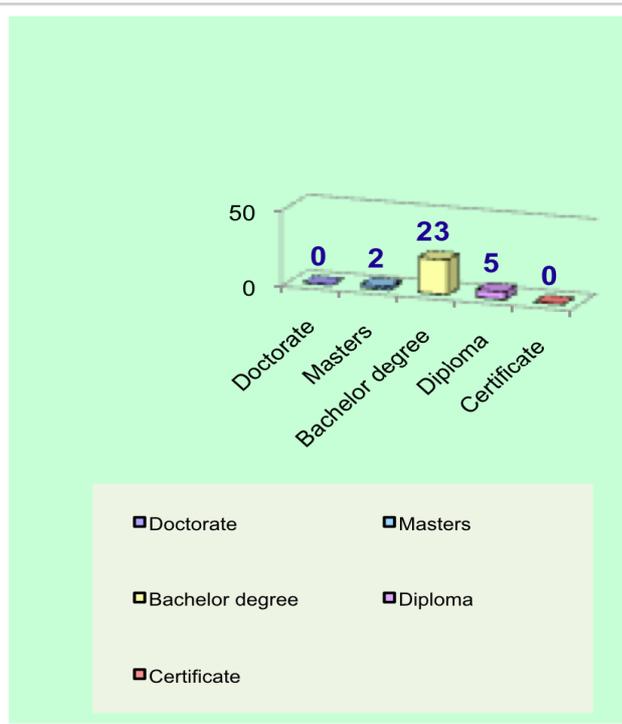
	Electricity KwH	Water KL
2011	177,063	0
2010	142,347	1,457
% change 10 - 11	24%	-100%

# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	30	20	<5
Full-time equivalents	26	12	<5

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	23
Diploma	5
Certificate	0



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were approximately \$34,000.

The major professional development initiatives are as follows:

- Information and Communication Technologies (ICT's), and E-Learning – including our involvement in the Microsoft Innovative Schools Program
- William Glasser's Choice Theory training
- Leadership development
- First Steps in Reading and First Steps in Viewing

The proportion of the teaching staff involved in professional development activities during 2011 was 100 %.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

## Proportion of staff retained from the previous school year

From the end of 2010, the school retained 96 per cent of its staff for the entire 2011 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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

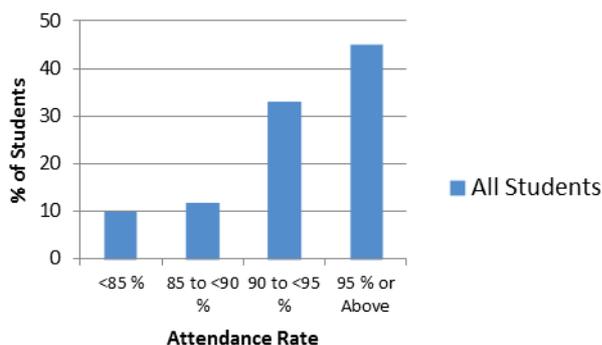
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate 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
93%	92%	94%	94%	93%	93%	91%					

### 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 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.

All of our classroom teachers mark the roll using Oneschool. Our student attendance rates sit within the State average. If a student is absent for 3 or more consecutive days (unexplained) the classroom teacher sends home a standard letter requesting an explanation. If this is not returned the following day one of the leadership team follow up with a phone call – our aim is for all absences to be explained. For students who experience regular absences, patterns of behaviour are looked for and a meeting organised with leadership. If this is not appropriate then a home visit from our Guidance Officer or Chaplain 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.

### 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/>.

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## Performance of our students

**Find a school**

Search by school name

Search by suburb, town or postcode

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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 currently has 18 indigenous students including a small number who access our special education program. 2011 Naplan results indicate a small gap between Indigenous and Non-Indigenous students across all year levels and tested areas, however it does vary from student to student. The attendance rates of our Indigenous students improved last year and was comparable to that of their Non-Indigenous peers.