

Stanthorpe State School (0132)

Queensland State School Reporting

2012 School Annual Report



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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 Australian Curriculum and Curriculum into the Classroom (C2C).

Please take the time to review the following School Annual Report. The report encapsulates the schools' progress and achievements for 2012.

School progress towards its goals in 2012

Goals	Progress	Comments
Implementation of Australian Curriculum – English / Maths / Science embedded within C2C units.	Implemented- including assessing and reporting of Australian Curriculum	Future focus- implementing History
All staff to engage with Developing Performance Planning.	All teachers and teacher aides have engaged with process.	Future focus- engaging non-teaching staff across the school.
Effective use of Information and Communication Technologies across the curriculum.	All teachers are utilising ICTs across the curriculum to teach and assess.	Future focus- implement use of iPads and laptops to support student learning.

Future outlook

School improvement is aligned with the following foci -

Engaging with explicit teaching, coaching and feedback, differentiated instruction, Schoolwide Positive Behaviour Support Framework, KidsMatters and building positive community partnerships.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	356	185	171	91%
2011	321	161	160	90%
2012	298	140	158	91%

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

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%.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	20	23	23
Year 4 – Year 10	21	26	27

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	2	5	23
Long Suspensions - 6 to 20 days	0	2	6
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

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, 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 and Languages Other Than English (Italian).

Our school has a Special Education Program that currently runs a range of curriculum and social programs to support our students who have disability.

Extra curricula activities

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

- 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 (ICTs) are embedded across all curriculum areas (including specialist teachers) with classrooms 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.

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.

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:

Safety – I'm safe, you're safe!

Respect – Respect for all!

Success – Success shows!

Learning – Learning to be the best me!

Belonging – I belong!

Our school at a glance

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 2012 School Opinion Survey 94.7% of students stated they feel safe at our school, 89.5% of parents believe their child is treated fairly, 97% of students feel safe at our school and 100% of parents indicated that their child was happy to come to school each day,

Parent, student and staff satisfaction with the school

A very high proportion of parents, students and staff 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 indicated there is room for improvement in the area of Behaviour Management. We have taken this on board and are engaging with the Schoolwide Positive Behaviour Support framework in 2013. This is a 3-5 years focus that will see a marked improvement in parent, student and staff satisfaction regarding school wide behaviour support processes.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	95.0%
this is a good school	95.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	94.7%
their child's learning needs are being met at this school*	90.0%
their child is making good progress at this school*	95.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	90.0%
teachers at this school motivate their child to learn*	95.0%
teachers at this school treat students fairly*	89.5%
they can talk to their child's teachers about their concerns*	95.0%
this school works with them to support their child's learning*	78.9%
this school takes parents' opinions seriously*	89.5%
student behaviour is well managed at this school*	78.9%
this school looks for ways to improve*	90.0%
this school is well maintained*	90.0%

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	98.5%
they like being at their school*	91.2%
they feel safe at their school*	97.0%
their teachers motivate them to learn*	95.5%
their teachers expect them to do their best*	96.9%
their teachers provide them with useful feedback about their school work*	95.6%
teachers treat students fairly at their school*	91.2%
they can talk to their teachers about their concerns*	89.6%
their school takes students' opinions seriously*	90.9%
student behaviour is well managed at their school*	76.1%
their school looks for ways to improve*	94.0%
their school is well maintained*	95.5%
their school gives them opportunities to do interesting things*	95.4%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	82.1%
with the individual staff morale items	95.5%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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
- 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
- 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.

Sustained use of our rainwater tanks and solar panels will ensure that we continue to reduce our environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	142,347	1,457
2010-2011	177,063	0
2011-2012	177,236	1,476

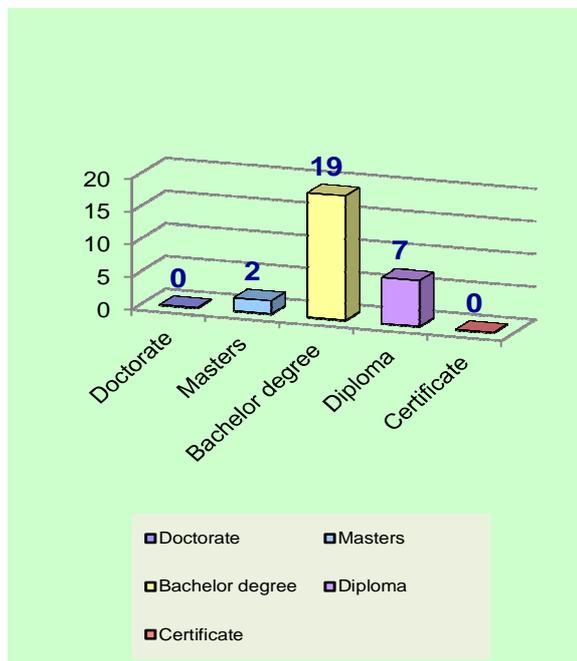
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	28	20	0
Full-time equivalents	24.3	12	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	19
Diploma	7
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$7 279.

The major professional development initiatives are as follows:

Maximising Achievement Program for principals.

Schoolwide Positive Behaviour Support framework

KidsMatters

Finance & Oneschool training

The proportion of the teaching staff involved in professional development activities during 2012 was 82.1%.

Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	96.7%	95.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.5% of staff was retained by the school for the entire 2012 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.

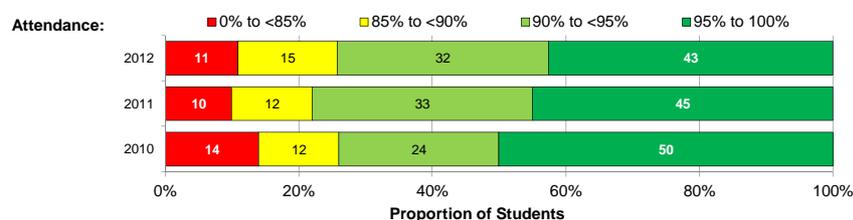
Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	91%	93%	93%	94%	94%	93%	92%
2011	93%	92%	94%	94%	93%	93%	91%
2012	92%	91%	95%	93%	92%	95%	90%

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 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 or close to the State average. For absences within a 3 day period the classroom teacher either sends home a standard letter requesting an explanation or rings the parent. If an explanation is not forthcoming 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

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Achievement – Closing the Gap

Our school currently has 20 Indigenous students enrolled. 2012 NAPLAN indicates that no gap exists in the area of writing and a reverse gap in Numeracy, whereby the Indigenous students performed better than the non-indigenous students on the test. There still exists a slight difference of 29 points in the area of reading. We aim to minimise this through the development of Individual Learning Plans in 2013 for all Indigenous students. A slight decrease in attendance was noticed across the whole school last year, however a slightly increased gap was evidenced with the Indigenous student cohort.