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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
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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 2013.

School progress towards its goals in 2013

Goals	Progress	Comments
Implementation of Australian Curriculum – English / Maths / Science and History embedded within C2C units.	Implemented- including assessing and reporting of Australian Curriculum.	Future focus- implementing Geography.
Implementation of Schoolwide Positive Behaviour Support framework (SWPBS)	SWPBS team established and engagement with first tier of training.	Future focus- Implement first tier of SWPBS.

Future outlook

School improvement is aligned with the following foci -

Engaging with explicit teaching, coaching and feedback, differentiated instruction, Schoolwide Positive Behaviour Support Framework, and building positive community partnerships remain the foci for 2014.

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Preparatory - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	321	161	160	90%
2012	298	140	158	91%
2013	316	162	154	93%

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

Characteristics of the student body:

Stanthorpe State 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, with many families having 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.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	18
Year 4 – Year 7 Primary	26	27	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	5	23	6
Long Suspensions - 6 to 20 days	2	6	1
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our teachers are delivering the Australian Curriculum through the Curriculum into the Classroom (C2C) program developed by Education Queensland in the areas of English, Maths, Science and History. 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

- Senior and Junior Choir

- Chaplaincy programs – SHINE, Brekkie Club

- 'Rock and Water' – student resilience training

- Year 6 leadership camp

- Music camps

- 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 lessons) 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.

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

The staff, students and wider Stanthorpe State school community experienced a positive social climate in 2013. With the development of the four behaviour expectations - Be Responsible, Be Respectful, Be Resilient and Be a Leaner all students, staff and parents engaged with a mindfulness around what these behaviour expectations look like and feel like across a range of contexts. This mindfulness has resulted in a 99% student satisfaction when it comes to feeling safe at our school and 100% of parents satisfied with how children are treated at this school.

Our school at a glance

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 all have been eager to participate in numerous professional development activities (many in their own time) to ensure they maintain the high standard.

Our engagement with a Schoolwide Positive Behaviour Support framework in 2013 resulted in positive outcomes, as noted below.

Performance measure *(Nationally agreed items shown*)*

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	95%	97%
this is a good school (S2035)	95%	100%
their child likes being at this school* (S2001)	100%	94%
their child feels safe at this school* (S2002)	95%	97%
their child's learning needs are being met at this school* (S2003)	90%	97%
their child is making good progress at this school* (S2004)	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	97%
teachers at this school motivate their child to learn* (S2007)	95%	90%
teachers at this school treat students fairly* (S2008)	89%	100%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%
this school works with them to support their child's learning* (S2010)	79%	100%
this school takes parents' opinions seriously* (S2011)	89%	93%
student behaviour is well managed at this school* (S2012)	79%	90%
this school looks for ways to improve* (S2013)	90%	94%
this school is well maintained* (S2014)	90%	97%

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	99%	100%
they like being at their school* (S2036)	91%	97%
they feel safe at their school* (S2037)	97%	99%
their teachers motivate them to learn* (S2038)	96%	99%
their teachers expect them to do their best* (S2039)	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%
teachers treat students fairly at their school* (S2041)	91%	90%
they can talk to their teachers about their concerns* (S2042)	90%	97%
their school takes students' opinions seriously* (S2043)	91%	97%

student behaviour is well managed at their school* (S2044)	76%	89%
their school looks for ways to improve* (S2045)	94%	100%
their school is well maintained* (S2046)	95%	94%
their school gives them opportunities to do interesting things* (S2047)	95%	94%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	90%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	97%
staff are well supported at their school (S2075)	97%
their school takes staff opinions seriously (S2076)	93%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	97%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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

- Promoting attendance at school events such as information evenings, open days, our celebration concert and end

  of term events.

- Encouraging participation in parent working groups, such as the Music and Special Education parent groups

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

Reducing the school's environmental footprint

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
2010-2011	177,063	0
2011-2012	177,236	1,476
2012-2013	169,423	1,274

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
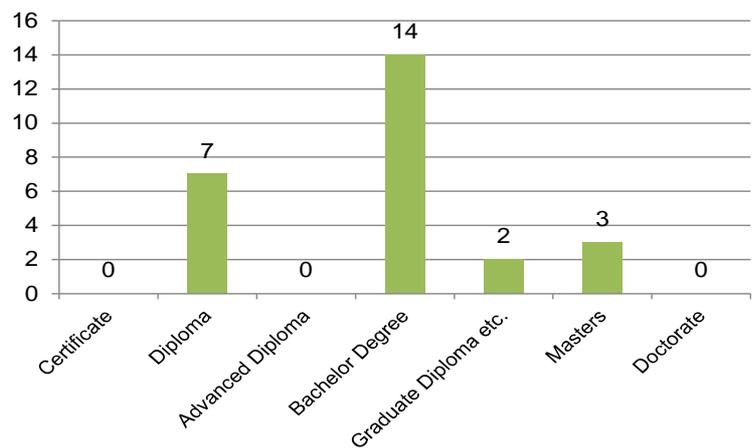
Our staff profile

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	26	22	0
Full-time equivalents	23	13	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.	2
Masters	3
Doctorate	0
Total	**26**

* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $7 993.

The major professional development initiatives are as follows:

 Maximising Achievement Program for principals.

Schoolwide Positive Behaviour Support framework- phase 1

KidsMatters

Coaching & Feedback

Curriculum (History & Geography)

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 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.**

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	93%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	92%	94%	94%	93%	93%	91%					
2012	92%	91%	95%	93%	92%	95%	90%					
2013	93%	93%	94%	93%	94%	93%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%
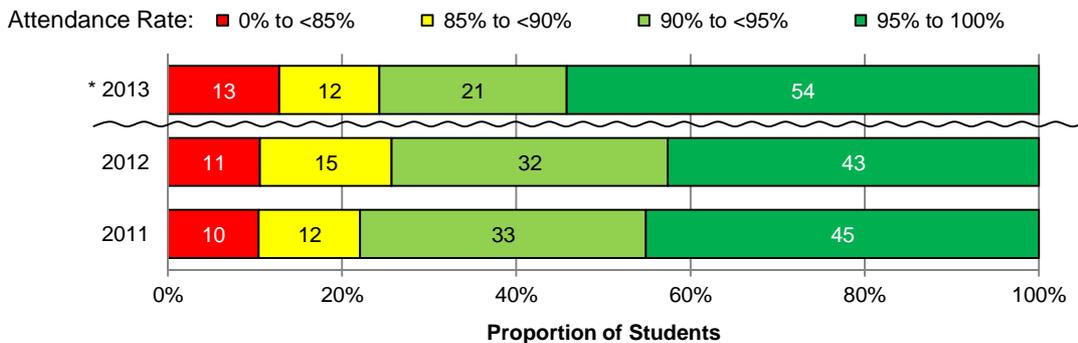
* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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 principal 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/.

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.**

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

Our school had approximately 20 Indigenous students enrolled in 2013. 2013 NAPLAN indicates that a minimal gap exists in the areas of writing, reading and numeracy outcomes, however a significant difference exists between the percentage of Indigenous and no-indigenous attendance, with Indigenous attendance rates greater than 85% being over double that of the total student population.