



Stanthorpe State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	PO Box 97 Stanthorpe 4380
<b>Phone</b>	(07) 4681 5111
<b>Email</b>	principal@stanthorpess.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mrs Jo-Anne Pozzi - principal

## From the Principal

### School overview

Stanthorpe State School, located on the Granite Belt in Queensland, is a traditional, yet progressive state school for approximately 280 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 to design relevant, inclusive and intellectually challenging learning experiences. Classroom teachers 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. Our classroom curriculum is complemented by specialist programs; these include The Arts, Physical Education, LoTE (Italian) and a comprehensive extra-curricular program. Each and every student is important to us and as such we individualise the learning based on their educational needs.

### School progress towards its goals in 2018

Goals	Progress	Comments
Improvement in NAPLAN results in Year 3 & 5 reading. Targets – 25% of Year 3 & 5 cohort in Upper 2 Bands.	Year 3 and 5 cohorts exceeding the target with Year 3 – 31.7% achieving in the Upper 2 Bands Year 5 – 26.3% achieving in the Upper 2 Bands	Future focus - whole school improvement in writing, with a particular focus on NAPLAN
Improvement in NAPLAN results in Year 3 & 5 writing. Targets – 20% of Year 3 & 5 cohort in Upper 2 Bands.	Year 3 cohort exceeded the target with 24.4% achieving in the Upper 2 Bands	Year 5 achievement in writing continues to be an area of focus. Pleasing gains in 2018 resulted in a 23 point increase in mean scale score and 10% increase in percentage of students reaching national minimum standard.
Implementation of the community Stanthorpe Spring Stampede.	The inaugural Stanthorpe Spring Stampede was successfully run with over 170 participants and supported by QLD Health – Teddy Bear Hospital.	The event was considered a success with many participants noting their future involvement in 2019.

### Future outlook

Academic Goals	Community Focus
Year 3 - Reading - NAPLAN - 96% at or above NMS. Year 3 - Reading - NAPLAN - 32% achieving U2B Year 5 - Reading - NAPLAN - 100% achieve Relative Positive Gain Year 3 - Writing - NAPLAN - 90% at or above NMS. Year 3 - Writing - NAPLAN - 25% achieving U2B. Year 5 - Writing - NAPLAN - 100% achieve Relative Positive Gain.	Improving connections and partnerships with Early Years Education Centres.

## Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	310	308	300
Girls	159	156	148
Boys	151	152	152
Indigenous	32	34	38
Enrolment continuity (Feb. – Nov.)	88%	91%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Stanthorpe State School has a relatively even ratio of male:female students. Of the 300 enrolled approximately 11% identify as Indigenous, 8% verified as having a disability and less than 1% identify as having English as their second language. Enrolment continuity continues to increase with 94% of the student population remaining with us from February through to November of 2018.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	22
Year 4 – Year 6	29	25	29
Year 7 – Year 10	N/A	N/A	N/A
Year 11 – Year 12	N/A	N/A	N/A

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

The Australian Curriculum is delivered through the QLD State Schooling Curriculum into the Classroom (C2C) framework. Information Communication and Technologies (ICTs) takes a high priority at our school and teachers ensure these are embedded across the curriculum. Specialist teachers teach Physical Education,

The Arts, Languages other Than English – Italian (Year 5 & 6), Instrumental Music and Digital Technologies. Children from preparatory to year six access specialist lessons.

Families across the Granite Belt also have access to the Early Childhood Development Program. This program supports children who may benefit from early intervention prior to their preparatory year.

## Co-curricular activities

In 2018 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 (strings & brass/ woodwind / percussion)
- Choir
- Chaplaincy program – Brekkie Club
- Year 6 leadership camp – Tallebudgera Beach Camp
- Music camps – beginners, intermediates and seniors
- ANZAC Day ceremony
- A wide variety of sporting opportunities- cluster/regional/state
- Multi-media competitions – including Lego Robotics
- Maths/Science competitions
- Speaking competitions
- Friday afternoon activities – sporting and cultural
- AFL program- Auskick
- Stanthorpe Spring Stampede

## How information and communication technologies are used to assist learning

Information and Communication Technologies (ICTs) are embedded across a variety of curriculum areas (including specialist lessons). Classrooms are resourced with a variety of technologies including interactive white boards, iPads, digital cameras, desktops and laptops. Students also have access to coding and Lego robotics.

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, to meet the demands of the new curriculum and support learners with diverse needs.

## Social climate

### Overview

The staff, students and wider school community experienced a positive social climate in 2018. Our school culture is positive and inclusive. The continued implementation of the Positive Behaviour for Learning Framework, incorporating the Fab Four - Be Responsible, Be Respectful, Be Resilient and Be a Learner has resulted in staff and parent satisfaction being the highest in three years. Student satisfaction is also high with reflective practices required to support further improvements.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	80%	100%
• this is a good school (S2035)	92%	80%	97%
• their child likes being at this school* (S2001)	92%	83%	94%
• their child feels safe at this school* (S2002)	92%	85%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	92%	85%	97%
• their child is making good progress at this school* (S2004)	89%	83%	97%
• teachers at this school expect their child to do his or her best* (S2005)	95%	93%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	80%	94%
• teachers at this school motivate their child to learn* (S2007)	92%	85%	97%
• teachers at this school treat students fairly* (S2008)	84%	79%	97%
• they can talk to their child's teachers about their concerns* (S2009)	95%	88%	97%
• this school works with them to support their child's learning* (S2010)	97%	80%	97%
• this school takes parents' opinions seriously* (S2011)	89%	70%	87%
• student behaviour is well managed at this school* (S2012)	82%	68%	90%
• this school looks for ways to improve* (S2013)	94%	79%	97%
• this school is well maintained* (S2014)	95%	88%	100%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	98%	96%
• they like being at their school* (S2036)	98%	95%	94%
• they feel safe at their school* (S2037)	99%	98%	95%
• their teachers motivate them to learn* (S2038)	99%	96%	96%
• their teachers expect them to do their best* (S2039)	99%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	90%
• teachers treat students fairly at their school* (S2041)	100%	95%	92%
• they can talk to their teachers about their concerns* (S2042)	94%	95%	91%
• their school takes students' opinions seriously* (S2043)	95%	95%	90%
• student behaviour is well managed at their school* (S2044)	95%	89%	83%
• their school looks for ways to improve* (S2045)	100%	99%	95%
• their school is well maintained* (S2046)	99%	98%	93%
• their school gives them opportunities to do interesting things* (S2047)	99%	97%	92%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	86%	66%	100%
• they feel that their school is a safe place in which to work (S2070)	86%	69%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	83%	69%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	91%	96%
• students are encouraged to do their best at their school (S2072)	97%	89%	100%
• students are treated fairly at their school (S2073)	89%	71%	100%
• student behaviour is well managed at their school (S2074)	86%	69%	97%
• staff are well supported at their school (S2075)	78%	60%	92%
• their school takes staff opinions seriously (S2076)	78%	59%	95%
• their school looks for ways to improve (S2077)	94%	74%	100%
• their school is well maintained (S2078)	94%	94%	100%
• their school gives them opportunities to do interesting things (S2079)	88%	66%	95%

\* 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.
- Parent information sessions- How to support the young reader and writer.
- Parent – Teacher interviews
- Encouraging participation in P&C meetings, tuckshop and fundraising events such as Mother and Father's Day stalls.
- Promoting attendance at school events such as information evenings, open days, and end of term events.
- Encouraging parents to access school based events and school life via our Facebook and website platforms.
- Awards Night attendance encourages staff and family celebration of student success.
- Leadership team being active members of community groups such as the Early Year's 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.

## Respectful relationships education programs

The school is in the second phase of implementing the Positive Behaviour for Learning (PBL) framework. PBL has been implemented at Stanthorpe State School for approximately 5 years. Our behavior expectations are Be Respectful, Be Responsible, Be Resilient and Be a Learner. Our Health curriculum has embedded the Daniel Morcombe units, which focus on recognising, reacting and reporting behaviours that make people, particularly children feel unsafe. The Healthy Harold Van visits annually to share messages of health and well-being with children from preparatory to Year 6

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	22	20	10
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

The school's gardens were our focus in 2018. Simple measures to reduce water usage were implemented i.e. using mulch, watering in the cooler times of the day and improving the quality of the soil through composting.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	58,419		218,693
Water (kL)	565		

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	34	24	<5
Full-time equivalents	27	14	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	3
Bachelor degree	21
Diploma	7
Certificate	0

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$32 066.63.

The major professional development initiatives are as follows:

- Putting Faces on the Data (Sharratt & Fullan)
- Coaching & Feedback
- The Arts and alignment with curriculum
- Teaching of Reading (SCORE & miscue analysis) and writing
- Mentor and Beginning Teachers programs (\$10 642.73 of the total PD funds)

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	93%
Attendance rate for Indigenous** students at this school	89%	86%	87%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

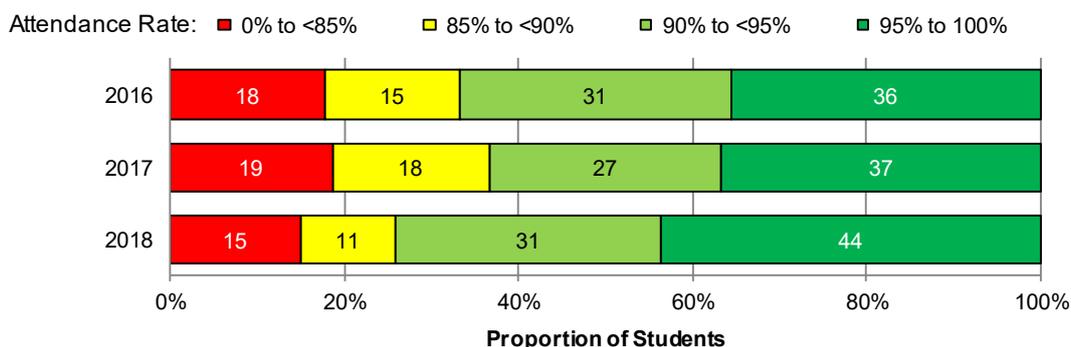
Year level	2016	2017	2018
Prep	92%	92%	94%
Year 1	90%	91%	92%
Year 2	92%	91%	92%
Year 3	93%	90%	92%
Year 4	90%	91%	93%
Year 5	92%	91%	93%
Year 6	91%	91%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 2018 classroom teachers marked the roll using Oneschool, roll marking was completed twice a day, once at the beginning of the day and then again after lunch. In 2017 our system changed to SMS contact for all unexplained absences. This system reports to parents, via SMS if their child is not in attendance. Parents are then provided the opportunity to report the reason for the absence. This new method of recording reasons for absences provides a fast and effective means of communicating student attendance.

Our main strategy for improving student attendance in 2018 was to extend Friday Afternoon Activities to include students in the preparatory year. The aim of Friday Afternoon Activities is to increase student attendance through to the end of the week, by encouraging more students to attend until Friday 3pm as the week culminated with preferred sporting and cultural activities.

Student attendance is monitored every 3 weeks at the Student Services Meeting. If circumstance require, Individual cases are discussed and managed by the principal.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.