



Stanwell State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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Contact Person:	Lis Bull Acting Principal

## School Overview

Stanwell State School proudly serves the community of Stanwell and has done so since 1876. Approximately forty students are provided with a curriculum using the Australian Curriculum for English, Maths, Science and History and Education Queensland's Essential Learnings for other curriculum areas. ICT is a focus with a student to computer ratio of 1:1. We have a small bank of Ipads which are utilised by students for their learning. Japanese is the LOTE language. Educational Advisors are accessed for students' special needs programs. Students with learning difficulties are provided one on one and small group support according to their needs. G&T students are supported by an extension program. Planning and Moderation are undertaken with all staff and staff regularly attend professional development to ensure currency and to optimise our teaching standards. Parents and Grandparents volunteer in classrooms. Our Parents and Citizens organisation is very active and considered essential to the effective operation of our school. Tuckshop is provided on a weekly basis. Stanwell students participate in Community activities such as Anzac Day, community events and the CWA, Country of Study competitions. The school combines with cluster schools to compete in Rockhampton School Sports competitions. Our school also works closely with Rockhampton State High School to ensure our students have a successful transition to High School. Student Leaders participate in school decision making, providing students with a positive self-image, confidence and ownership. This encourages younger children to aspire to be leaders and provides them with positive role models. Each year School leaders participate in a State Leadership Program sponsored by the Stanwell Power Station.

## Principal's Foreword

### Introduction

While Stanwell State School has the feel of a small school, with the benefits of a larger school, with music, physical education (PE) and Languages other than English (LOTE) being delivered to the school by specialist teachers. We had the school chaplain who works to support staff and students and in semester 2 in 2017, also supported our wellbeing lessons, and religious education lessons were provided by a volunteer.

The Australian Curriculum was implemented through a variety of teaching strategies to match students preferred learning styles and the subject areas. Each reporting period Semester 1 and Semester 2 there is a formalised One School written reports. Parent interviews were conducted as required. With a student to computer ratio of approximately 1:1, there was ample opportunity for students to develop technology skills. Students participated in inter-school sporting events on Friday afternoons except in Term 1 as we had our Learn to Swim program of 10 lessons and Swim fun day. We had transition programs with local high schools in Term 4.

Stanwell State School is part of the Stanwell community. We have close ties with the Stanwell power station, and Aurizon at the Stanwell station, we have volunteers assist at the school with reading and for transport and our Parents & Citizens' Association (P&C) is very active supporting our students this year. Within our cluster of schools we have had many opportunities to meet and have sporting events. Our educational programs, and teachers attend moderation within the cluster. A Wellbeing camp of 3 full days and nights is to be conducted in Term 4 of each year 2017 is the first, with all students invited and community volunteers, the P&C supported this event at our school grounds. Senior class will attend a Canberra trip October 2019, in which they join their cluster peers planning of this has begun.

## School Progress towards its goals in 2017

School Progress towards its goals in 2017:

The Annual Implementation Plan main priorities for 2017 were:

- Lift Year 3 writing NAPLAN data by 50 MSS
- Establishing a whole school approach to writing
- Creating a culture of coaching and feedback throughout the school
- 100% of staff using the refined and aligned whole school curriculum plan
- Refining and documenting a whole school curriculum plan that reflects ACARA and C2C
- Creating process that enables an alignment between targets and benchmarks and the curriculum plan

During 2017, we worked closely with our cluster schools enabling teachers to moderate assessment tasks with schools that have a writing focus.

In the Naplan tests, the Year 3 cohort did maintain improvement in Numeracy, however there was a drop in writing results from 2016-2017. The Year 3 cohort results 100% of students in this grade were at NMS similar to the nation. Over 90% of Year 5 students achieved a result NMS for Numeracy, and Reading.

The Year 3 and 5 cohorts showed that Literacy across all areas was the greatest area of need with a negative relative gain to similar schools. However, in this cohort, over 90% of students were at NMS in the area of Reading and Numeracy, with the Year 3 cohort fairing best. Our focus for 2017 will be changed to a more whole Literacy focus across or learning areas with Reading and Spelling being our first core direction. As this encompasses our highest area of need across the school.

Our percentage of overall Student Attendance has continued to be high and although those who are regularly absent are absent for less than 85% of the time, our prep enrolments this year were high and included students without prior formal school preparation such as kindy resulting in these absences. Next year with introduction with eKindy Pod this should assist attendances in the future.

## Future Outlook

Literacy across all areas will continue to be the priority focus for improvement for 2018. We are moderating on a regular basis, both internal and with cluster schools, to ensure that our aim of tightening the gap between our A-E data and NAPLAN results continue.

All staff will continue to be upskilled in all Literacy areas, whilst also starting a new spelling program.

Individual goal setting and regular feedback will also be implemented to ensure literacy remains centred at the heart of our learning.

Staff will use data to analyse students' abilities through the Literacy Continuum and areas for improvement and professional development, cluster and peer discussions will be utilized to expand teachers' knowledge and skills with the teaching of literacy skills.

Attendance will continue to be monitored to ensure our high attendance rate is maintained by working with students and staff wellbeing.

# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	36	17	19	4	88%
<b>2016</b>	34	15	19	4	91%
<b>2017</b>	36	17	19	4	88%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Stanwell State School has a long history and a proud tradition of providing quality, educational experiences to our students. Beginning in 1876, the school today serves the learning needs students, numbering usually around the mid to high thirties. We are a co-educational, state, primary school that caters for students from Prep to Year 6. Our School Motto, 'Study, Service, Sincerity', and our Vision, 'Every Child, Every Day, Learning in Every Way,' reflects our dedication to providing learning experiences to prepare our students for life and work in the 21st century.

Our core purpose is to significantly enhance children's lives now and into their future, through education. Our ambition for this new generation is to nurture talents, build character, promote leadership, grow intellect and foster citizenship. This is reflected in the school's core values; "Respect, Safe, Responsible".

Approximately 11.1% of our school identify as indigenous. Our students are from what is considered a rural area and all students come from a semi-rural background. We are 20 minutes from the township of Gracemere.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	20	17	20
Year 4 – Year 6		17	16
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our distinctive curriculum offerings are supported by specialist teaching staff who deliver Music, Physical Education and Japanese programs. We play inter-school sport on Friday afternoons. Non-denominational Religious Education is provided on a weekly basis by a volunteer. Swimming is incorporated with Physical Education in Term 1.

The early years of learning are highly valued at Stanwell State School. A Pre-Prep Program is run in Term 4 and Playgroup is currently offered once a week. **2018 we are starting an eKindy Pod.**

### Co-curricular Activities

- Inter-school sport on Friday afternoons. We participate in the Rockhampton inter-school sports competition.
- School Camps consist of: 1 major, week-long camp for the upper school every 3-4 years (Dependent on class structures) and a this year from this point on in a non - Canberra year, a 3 nights / 4 days camp in Term 4 around wellbeing, for the whole school.
- Participation, with Rockhampton State High School, in MADD (a dance concert) when offered by the high school.
- Delivery of a non-denomination Religious Education, 30min lesson, once a week. This is provided by a volunteer lay person who has become a welcome part of our Stanwell School Community.
- A school Chaplain supports the children and staff but does not deliver any type of religious instruction he delivers lessons around student wellbeing as part of our Health program.
- Participation in the Country Women's Association (CWA) Country of Study competition
- Participation in the local show
- Cluster Days with cluster schools including sports, arts and curriculum areas
- Involvement in National Days with the RSL and community associations.

### How Information and Communication Technologies are used to Assist Learning

The use of ICTs to deliver exceptional learning experiences and opportunities for our Students, has always been a focus at Stanwell. During 2015, each class has a computer ratio of 1 computer to 1.5 students. A teacher aide has a specific focus of working with children and class teachers to integrate the use of ICTs with learning tasks and to increase students' computer skills. Both classrooms have interactive white boards (IWBs) which are used for explicit teaching across all KLAs. The school has a number of iPads which are incorporated into lessons in both classes.

## Social Climate

### Overview

The Responsible Behaviour Plan for Students was implemented in line with requirements of the Education Act. The Responsible Behaviour Plan for Students is based on the School Values of the Responsible, Safe and Respectful (RSR) The features of the plan are:

- Implement and educate staff on support strategies for behaviour management.
- Encouraging those who are not following rules to change their actions, by rewarding those who are.
- Involving external support for to assist with targeted behaviour.
- Acknowledging the ownership of behaviour.
- Instilling personal resilience

Our school aims to promote positive behaviours and does so through the use of collecting 'Green days'. Children become accomplished as they achieve levels of Green day accumulation and work towards Gold level. They obtain 'Good Ones' for RSR and go into a draw. One child's name is drawn out on parade and they receive a prize. A student of the week for good behaviour and for good academic work is also named and rewarded on parade. These are published in our school newsletter.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that: their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school* (S2001)	100%	DW	100%
their child feels safe at this school* (S2002)	100%	DW	100%
their child's learning needs are being met at this school* (S2003)	100%	DW	100%
their child is making good progress at this school*	100%	DW	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
(S2004)			
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
teachers at this school treat students fairly* (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	91%	DW	100%
this school works with them to support their child's learning* (S2010)	100%	DW	100%
this school takes parents' opinions seriously* (S2011)	100%	DW	100%
student behaviour is well managed at this school* (S2012)	100%	DW	80%
this school looks for ways to improve* (S2013)	100%	DW	100%
this school is well maintained* (S2014)	100%	DW	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	88%	94%
they like being at their school* (S2036)	94%	94%	94%
they feel safe at their school* (S2037)	89%	100%	94%
their teachers motivate them to learn* (S2038)	95%	100%	94%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	100%
teachers treat students fairly at their school* (S2041)	95%	88%	94%
they can talk to their teachers about their concerns* (S2042)	84%	94%	94%
their school takes students' opinions seriously* (S2043)	100%	100%	88%
student behaviour is well managed at their school* (S2044)	89%	88%	88%
their school looks for ways to improve* (S2045)	100%	94%	94%
their school is well maintained* (S2046)	100%	94%	100%
their school gives them opportunities to do interesting things* (S2047)	89%	94%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	86%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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.

## Parent and community engagement

All areas, apart from one, showed 100% satisfaction. The lowest area was Student Behaviour is well managed at this school at 80%. As a result of this, a regular the PBL was implemented after one term of trialing the learning and language behind the program within a very short time this improved.

### Staff

All areas, showed 100% satisfaction. Teachers and staff are working hard at supporting each other and have good working relationships. Wellbeing activities and discussions occur fortnightly and allowing staff to forum an concerns.

## Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	1	0	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

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

We have a SEMP (Sustainable Energy Management Program) program operating at school which involves students being guided by staff to monitor, manage and / or reduce the use of resources within the school. For example, the children have a worm farm, bins are utilised for waste paper and metals, metal tabs are collected for collection by an outside source.

Water and power consumption is monitored and at times, children devise ways to reduce this consumption.



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	21,946	
2015-2016	6,133	
2016-2017	31,126	

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

## 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 <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

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time Equivalent	3	3	0

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	3
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2017 were \$6600.

The major professional development initiatives are as follows:

- Digital Technologies new programmes
- Principal Leadership
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2017 was 75% due to a staff turnover and staff on extensive sick leave.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
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, 69% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	89%	92%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

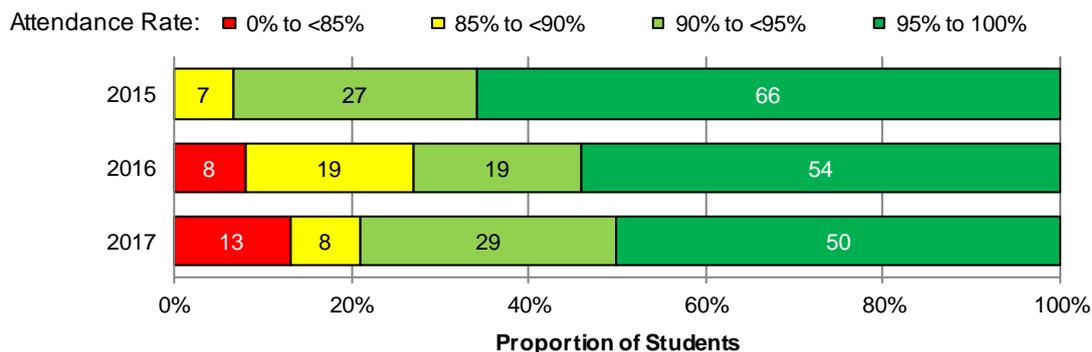
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	97%	95%	97%	95%	93%	95%						
2016	93%	94%	96%	90%	94%	96%	91%						
2017	93%	89%	95%	96%	90%	96%	99%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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.

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

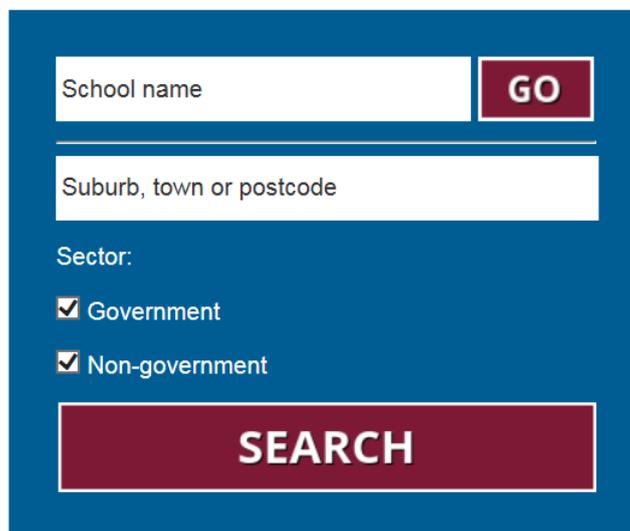
Our school community realises and values the importance of attendance and punctuality. Parents are communicated this through newsletters, personal notes sent home and face to face communications if the need arises (in the instances of regular absences). Students are encouraged to attend school and motivated to do so with term awards for 100% attendance and PBL also is connected to attendance as 'Every day counts' for "Green day accumulation". Rolls are marked at the beginning and end of each day. Same day communication explaining absences is required.

## NAPLAN

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.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.