



Stanwell State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

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|-----------------------|--|
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From the 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 1:3. 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.

School progress towards its goals in 2018

The Annual Implementation Plan main priorities for 2018 were:

- Lifting writing data
- 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 2018, we worked closely with our cluster schools enabling teachers to moderate assessment tasks with schools that have a similar focus. In A-E data, we have 25-30% of students achieving an A-B in English, Maths and Science; however, there are also 25-30% of students who are achieving a D in English or a D/E in Maths. In the Naplan tests in 2018, there was overall improvement in twelve of the fifteen strands. Year 3 cohort did maintain improvement in Numeracy and Grammar & Punctuation, however there improvement wasn't seen in Reading or Writing. The Year 3 cohort show 100% of students in this grade were above NMS. Over 90% of Year 5 students achieved a result NMS for Numeracy, Grammar & Punctuation and Writing. The Year 3 and 5 cohorts showed that Reading across all areas was the greatest area of need.

Our 2018 student enrolment has continued to grow, along with the introduction of an eKindy Pod based at Stanwell. Our percentage of overall Student Attendance has continued to be high, although those who are regularly absent are approaching absence at less than 85% of the time.

Future outlook

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

All staff will continue to be upskilled in all Literacy areas and the staff will use data to analyse students' abilities through the Literacy Continuum and areas for improvement.

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

Attendance will continue to be monitored to ensure our high attendance rate is maintained by working with students and families. A continued focus on staff wellbeing along with a renewed focus of improved home-school communication.

Our school at a glance

School profile

| | |
|------------------------------------|--------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2018 | Prep Year - Year 6 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 34 | 36 | 27 |
| Girls | 15 | 17 | 16 |
| Boys | 19 | 19 | 11 |
| Indigenous | 4 | 4 | 1 |
| Enrolment continuity (Feb. – Nov.) | 91% | 88% | 88% |

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

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 has an average enrolment in the 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 enhance children's lives now and into their future, through providing quality education. This is reflected in the school's core values; "Be Safe, Be Respectful, Be a Learner".

Our students mostly come from a semi-rural background. We are 20 minutes from the township of Gracemere and students in the Gracemere, Kabra and Wycarbah districts attend our school. Approximately 11.1% of our school identify as indigenous.

Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 17 | 20 | 13 |
| Year 4 – Year 6 | 17 | 16 | 12 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

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

Our curriculum offerings of the Australian Curriculum 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. In addition, the school has a School Chaplain in our school one day a week, who delivers a very positive Social Emotional program.

Co-curricular activities

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 in a non - Canberra year, a 3 nights / 4 days camp in Term 4 around 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.
- A School Chaplain supports the children and staff; deliverer of content around student wellbeing as part of Health
- 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 organisations.

How information and communication technologies are used to assist learning

The use of ICTs to deliver learning experiences and opportunities for our students has always been a focus at Stanwell. Each class has a computer ratio of 1 computer to 1.5 students. We have a specific focus of working with students and class teachers to integrate the use of ICTs within learning tasks and to increase students' computer capabilities. 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. We aim to increase the breadth of ICT and digital capabilities in 2019.

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: Be Safe, Be Respectful and Be a Learner. 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 acknowledging those students who are.
- Involving external support for to assist with targeted behaviour.
- Acknowledging the ownership of behaviour.
- Instilling personal resilience and self-regulation.

Our school aims to promote positive behaviours by students working towards obtaining 'Good Ones' for showing positive behaviours. A Student of the Week for each classroom for good overall academic or behaviour are also named and rewarded on parade. These are published in our school newsletter.

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) | DW | 100% | 100% |
| • this is a good school (S2035) | DW | 100% | 89% |
| • their child likes being at this school* (S2001) | DW | 100% | 100% |
| • their child feels safe at this school* (S2002) | DW | 100% | 100% |
| • their child's learning needs are being met at this school* (S2003) | DW | 100% | 78% |
| • their child is making good progress at this school* (S2004) | DW | 100% | 89% |

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • teachers at this school expect their child to do his or her best* (S2005) | DW | 100% | 89% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | DW | 100% | 78% |
| • teachers at this school motivate their child to learn* (S2007) | DW | 100% | 78% |
| • teachers at this school treat students fairly* (S2008) | DW | 100% | 67% |
| • they can talk to their child's teachers about their concerns* (S2009) | DW | 100% | 78% |
| • this school works with them to support their child's learning* (S2010) | DW | 100% | 89% |
| • this school takes parents' opinions seriously* (S2011) | DW | 100% | 67% |
| • student behaviour is well managed at this school* (S2012) | DW | 80% | 78% |
| • this school looks for ways to improve* (S2013) | DW | 100% | 89% |
| • this school is well maintained* (S2014) | DW | 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.

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 88% | 94% | 100% |
| • they like being at their school* (S2036) | 94% | 94% | 100% |
| • they feel safe at their school* (S2037) | 100% | 94% | 100% |
| • their teachers motivate them to learn* (S2038) | 100% | 94% | 100% |
| • their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 94% | 100% | 100% |
| • teachers treat students fairly at their school* (S2041) | 88% | 94% | 93% |
| • they can talk to their teachers about their concerns* (S2042) | 94% | 94% | 100% |
| • their school takes students' opinions seriously* (S2043) | 100% | 88% | 100% |
| • student behaviour is well managed at their school* (S2044) | 88% | 88% | 93% |
| • their school looks for ways to improve* (S2045) | 94% | 94% | 100% |
| • their school is well maintained* (S2046) | 94% | 100% | 100% |
| • their school gives them opportunities to do interesting things* (S2047) | 94% | 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069) | 100% | 100% | 86% |
| • they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 86% |
| • they receive useful feedback about their work at their school (S2071) | 86% | 100% | 86% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| • students are treated fairly at their school (S2073) | 100% | 100% | 86% |
| • student behaviour is well managed at their school (S2074) | 100% | 100% | 86% |
| • staff are well supported at their school (S2075) | 100% | 100% | 71% |
| • their school takes staff opinions seriously (S2076) | 100% | 100% | 71% |
| • their school looks for ways to improve (S2077) | 100% | 100% | 86% |
| • their school is well maintained (S2078) | 100% | 100% | 100% |
| • their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 71% |

* 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

Most areas show a drop in satisfaction rate from the parents in 2018, although 100% agreed that Stanwell was a good school.

Respectful relationships education programs

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

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 | 0 | 1 | 0 |
| Long suspensions – 11 to 20 days | 0 | 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

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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 6,133 | 31,126 | 22,620 |
| Water (kL) | | | |

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.

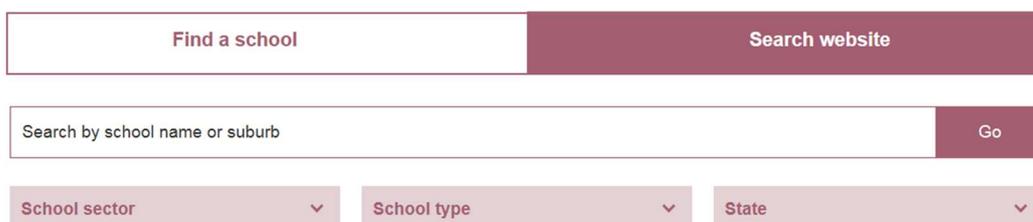
School funding

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](http://www.myschool.edu.au/) 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.



3. Click on 'View School Profile' of the appropriate school to access the school's 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 | 4 | 5 | <5 |
| Full-time equivalents | 3 | 3 | <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 | |
| Masters | |
| Graduate Diploma etc.* | 1 |
| Bachelor degree | 3 |
| Diploma | |
| Certificate | |

*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 \$4154.17.

The major professional development initiatives are as follows:

- NSIT Training
- Women in Leadership Training
- Principal Leadership
- Vision Impairment Training

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. | 96% | 97% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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 | 93% | 94% | 94% |
| Attendance rate for Indigenous** students at this school | 89% | 92% | 89% |

* 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 | 93% | 93% | 98% |
| Year 1 | 94% | 89% | 95% |
| Year 2 | 96% | 95% | 92% |
| Year 3 | 90% | 96% | 93% |
| Year 4 | 94% | 90% | 98% |
| Year 5 | 96% | 96% | 87% |
| Year 6 | 91% | 99% | DW |

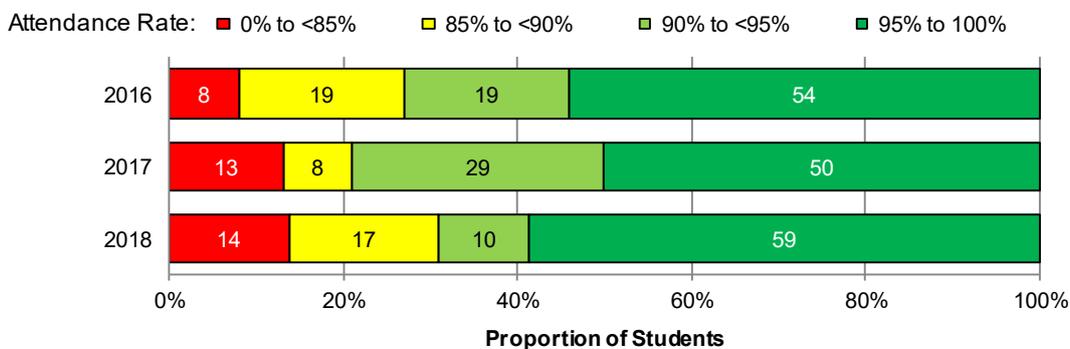
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7 | | | |
| Year 8 | | | |
| Year 9 | | | |
| Year 10 | | | |
| Year 11 | | | |
| Year 12 | | | |

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

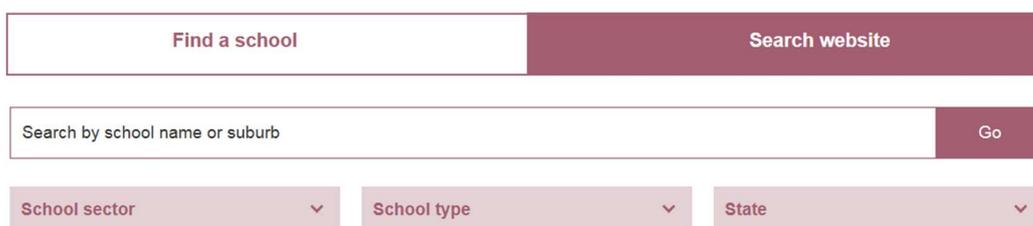
Our school community realises and values the importance of attendance and punctuality. Parents are communicated this through newsletters, personal notes sent home and face-to-face communications if the need arises (in the instances of regular absences). Students are encouraged to attend school and motivated to do so with term awards for 100% attendance and PBL. 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 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.



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