Stanwell State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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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.

Principal's Forward

Introduction

School Progress towards its goals in 2016

The Annual Implementation Plan main priorities for 2016 were:

- Enhance Writing outcomes in the school
  - increase percentage of students achieving in the Upper 2 Bands (U2B) in Naplan
  - undertake professional development to enhance the teaching of writing
- Improve Spelling outcomes in the school
- Improve the percentage of Student Attendance
- Improve Numeracy outcomes

During 2016, we worked more 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 all areas, however there was a drop in writing results from 2015-2016. The Year 5 cohort showed signifgant results in improvement and 100% of students in this grade were at NMS similar to the nation.
80% of Year 5 students achieved a result in the U2B for Reading, Grammar & Punctuation and Spelling.
The Year 3 cohort showed that Writing was the greatest area of need with 57% of the students at NMS. However, in this cohort, 85% were at NMS in the area of Reading and Grammar and Punctuation, and both Numeracy and Spelling showed 100% of students at NMS.

Our focus for 2017 will continue to be Writing as this is our highest area of need across the school.

Our percentage of Student Attendance has continued to be high and our enrolements are increasing.

Future Outlook

Writing continues to be the priority focus for improvement for 2017. 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 Writing, whilst also adding Digitial Technologies to increase their capabilities.
Individual goal setting and regular feedback will also be implemented to ensure writing remains centered at the heart of our learning.

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

Attendance will continue to be monitored to ensure our high attendance rate is maintained.

Our School at a Glance

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	34	16	18	7	84%
2015*	36	17	19	4	88%
2016	34	15	19	4	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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 nuture talents, build character, promote leadership, grow intellect and foster citizenship. This is reflected in the school's core values; "Care, Concern, Consideration, Co-operation and Courtesy".

Approximately 10% 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	**2014**	**2015***	**2016**
Prep – Year 3	16	20	17
Year 4 – Year 7	24		17
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

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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.

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 years and a 1 or 2 night/s camp on the other years, 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.
  - 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 2 or 3 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 purchased a number of ipads which are being incorporated into lessons in both classes.

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Social Climate

Overview

Responsible Behaviour Plan
The Responsible Behaviour Plan for Students is implemented in line with requirements of the Education Act. The Responsible Behaviour Plan for Students is based on the School Values of the 5Cs; Care, Concern, Consideration, Co-operation and Courtesy.
The features of the plan are:
☐ Rights and responsibilities for students, staff, caregivers and community.
☐ Whole school behaviour support, targeted behaviour support and intensive behaviour support.
☐ Hierarchy of actions for positive behaviours and consequences and management strategies for inappropriate behaviour.

Our school aims to promote positive behaviours and does so through the use of 'Stanwell Stars' and 'Good Ones'. Children become a 'Star' through following the 5Cs. They obtain 'Good Ones' for good actions 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

In 2016, we did not have a high rate of responses due to the survey only being able to be completed on-line and there are significant issues with internet connection in our area. I am unable to provide any new data in relation to this. Future SOP will be conducted at school to ensure the qantity of feedback.

Staff
All areas, apart from two, showed 100% satisfaction. The two lowest areas were I feel I have a good work-life balance and I receive useful feedback about my work at this school which came in at 85.7%. As a result of this, a regular coaching and feedback model was constructed with staff to ensure that this area improved.

Student
The student body is 84% satisfied or more satisfied in every aspect of the School Opinion Survey. They are 100% satisfied or more satisfied with 'They feel safe at this school', 'My teachers motivate me to learn' and 'My school celebrates student achievement'.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	80%	100%	DW
this is a good school (S2035)	80%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	80%	100%	DW
their child is making good progress at this school* (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful	100%	100%	DW

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
feedback about his or her school work* (S2006)			
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	80%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	91%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	80%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	95%	88%
they like being at their school* (S2036)	88%	94%	94%
they feel safe at their school* (S2037)	94%	89%	100%
their teachers motivate them to learn* (S2038)	94%	95%	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)	100%	95%	94%
teachers treat students fairly at their school* (S2041)	94%	95%	88%
they can talk to their teachers about their concerns* (S2042)	82%	84%	94%
their school takes students' opinions seriously* (S2043)	88%	100%	100%
student behaviour is well managed at their school* (S2044)	82%	89%	88%
their school looks for ways to improve* (S2045)	100%	100%	94%
their school is well maintained* (S2046)	100%	100%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	89%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	100%	86%
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%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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
Parents can become involved in the life of the school and their child's education through the following:

- Weekly homework is set by class teachers and typically includes home reading and learning content previously taught in class.
- Parents assist with listening to children read and changing home readers.
- Written progress reports are provided twice a year, at the end of each semester. At the end of Terms 1 & 3, parent teacher interviews were offered to discuss student progress in person.
- Parents' and Citizens' Association – meets on the 2nd Wednesday in the month at 2.30pm
- Special school events (eg Sports days, excursions) – are advertised in the newsletter and in-class notes sent home from the teacher.
- Volunteer in class support – Teachers often request help in the classroom with different activities. This is a great way to get directly involved in classroom learning and for parents' to assist in their child's education. Stanwell has volunteers who participate in the classroom on a regular basis.
- Fortnightly newsletter – This is a regular communication tool to parents and members of the community. It is distributed fortnightly.
- Tuckshop – parent volunteers are requested for help in the school tuckshop which is held on Tuesdays each week.
- Information sessions – classroom teachers offer information sessions to parents usually at the commencement of each school year, but also when other needs arise; for example when children are going on camp.
- Transport – Parents are sometimes asked to provide transport for certain excursions.

Respectful relationships programs

The school has a Chaplin who, not only provides weekly visits, but also runs a successful social skilling program through hands on, constructive activities.
Teaching Staff align the curriculum with our current values, the 5 C's. Stanwell SS has also registered for Positive Behaviour for Learning and is currently undergoing training for this program.

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	2014*	2015**	2016

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Short Suspensions – 1 to 5 days	0	1	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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
2013-2014	20,577	0
2014-2015	21,946	
2015-2016	6,133	

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

School name | **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	4	5	0
Full-time Equivalents	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.**	
Bachelor degree	3
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 was $ 6,679.68

The major professional development initiatives are as follows:

- Upskilling staff in the areas of Writing and Digital Technologies
- Upskilling Principal Leadership
- Data analysis
- Positive Behaviour for Leaning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	95%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	94%	89%

*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 2016 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
2014	96%	96%	97%	96%	95%	96%	96%	98%					
2015	94%	97%	95%	97%	95%	93%	95%						
2016	93%	94%	96%	90%	94%	96%	91%						

*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:
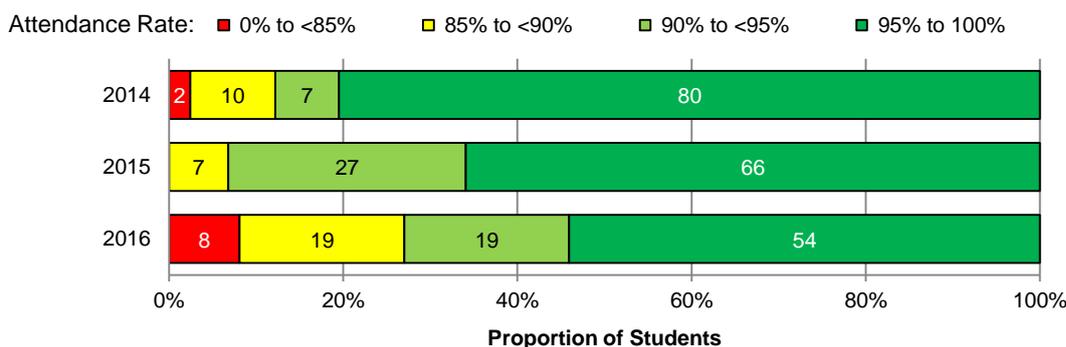
Description of how non-attendance is managed by the school

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

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.

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