

# Queensland State School Reporting – 2011

## Grantham State School (1051)



Postal address	15 Victor Street Grantham 4347
Phone	(07) 5466 1259
Fax	(07) 5466 1576
Email	the.principal@granthamss.eq.edu.au
Webpages	School Website <a href="https://granthamss.eq.edu.au/">https://granthamss.eq.edu.au/</a> Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
Contact Person	Mrs Rebecca Cavanagh

## Principal's foreword

### Introduction

At Grantham State School we are committed to every student achieving "Honour before Honours". Providing an education that includes developing intellectual, social, emotional, physical and psychological success is what we strive for on a daily basis. "Learning Innovation in Supportive Classroom Environments" is our commitment to our parents and students and it is through the implementation of this vision that we are able to report on the achievements of our school in 2011.

Our school has an increasing student population which can be accredited to a very caring and professional staff along with the support of a very active P&C association.

The following report provides an overview of our school in the following areas.

- Successful implementation of our School Improvement Agenda
- Current and future priorities
- School Profile
- Staff Profile
- Student Performance

### School progress towards its goals in 2011

2011 was a challenging year for Grantham State School as we began the year with the devastating flooding of the Lockyer Valley. However, despite the difficult and traumatic beginning to our school year, Grantham State School made significant progress towards meeting the goals set for 2011.

Despite the difficulties surrounding the local community the school has seen an increase in numbers with an enrolment of 72 in 2011. The 2/3/4 class teacher, Kathleen Fitzpatrick was made a permanent member of staff.

Our facilities received some much needed upgrading with the addition of a new playground, refurbished and repainted administration block and the addition of swings, cubby house and a new sandpit in our lower years playground area. The new playground areas near our drama building have been the perfect setting for the establishment of a playgroup for parents and their pre-school aged children. The inclusion of lights and electricity to the drama building have also enhanced this space and made it a more multi-purpose building.

A large percentage of our students were diagnosed with anxiety and depression after the flooding, however with the support of Queensland Health we were able to implement effective strategies to assist children to recover. All the Grantham State School staff received additional training in managing students suffering from trauma and with a combined effort from additional support staff located at the school it was pleasing to see students making progress in all areas including academic progress. The teacher generated Individual Student Learning Plans assisted in the successful achievement of learning goals by many of our students.

Attendance was encouraged with the introduction of new end of term awards for regular attendance. Perfect attendance was

# Queensland State School Reporting – 2011

## Grantham State School (1051)



recognized and applauded by special awards at our school awards evening.

Our motto for the year was “Strong, Proud and Resilient” and these words echoed loudly in the behaviour and attitude of the students and the school community. The students did indeed prove strong, proud and resilient and have set themselves up well for success in 2012 and beyond.

### Future outlook

This year we continue to focus on improving student learning in the following ways:

- Effective implementation of the Australian Curriculum in English, Math and Science
- Comprehensive Curriculum Plan for the whole school.
- Individual Improvement of every student in reading comprehension
- Implementation of whole school program and teaching practices on reading
- Improve student attendance by implementing innovative teaching practices and continuing with recognition and reward program.
- Provide all teachers with access to professional development to improve their capability for excellence in teaching.
- Improving teacher capacity to effectively use student data to create Individual Learning Plans specifically targeting improvement for Indigenous students.
- Provide students with opportunities to create a positive learning environment through school based projects.
- Provide opportunities for improved cluster moderation of student work to improve teaching and assessment methods.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

### Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
72	39	33	96%

### Characteristics of the student body:

In 2011, the school had three coeducational multi-age classes – Prep/1, 2/3/4 and 5/6/7. Our numbers have increased to 93 and in 2012 we have four classes – Prep/1, 2/3, 4/5 and 6/7. A stable enrolment at this level is predicted for 2013.

Our student population is drawn from the local area including Grantham and Placid Hills. We also have an increasing number of students travelling on our bus service from Helidon, Gatton and further east towards Laidley.

Approximately 16% of our students identify as Aboriginal or Torres Strait Islander. We have a small percentage of students with disabilities.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.5
Year 4 – Year 10	24
Year 11 – Year 12	
All Classes	23.7

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	5
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

### Our distinctive curriculum offerings

- LOTE – German
- Instrumental Music Program – We currently offer instrumental music program to our Year 5-7 students. Students can elect to try out for the instrumental program. The current offerings include wind and brass instruments and percussion.
- Annual camp for Year 6/7 to Tallebudgera
- Year 7 Leadership Program
- Small Schools Caffey Sports – Athletics, Swimming, Soccer, Netball, Softball, Cricket
- Multi-age teaching philosophy in action. Catering for student learning abilities

---

### Extra curricula activities

- Choir – Students from Grade 2-7 are eligible to participate in the choir program. They perform at school events and local events including Under 8s Day.
- Swimming – Term 1 and 4 swimming lessons for all students
- Gardening Club – Involving working in our vegetable garden and general gardening around the school
- Art Club
- Stamp Club
- Project Club – Year 6/7 students run a variety of events throughout the year including Mother's Day Stall, Father's Day Stall, Easter Raffle and fund raising for charity.
- Year 7 Graduation dinner
- School Performance Tours
- Participation with local RSL for ANZAC day and Remembrance Day
- Premier's Reading Challenge
- Active After School Communities program – two afternoons per week.
- Access to private piano tuition at school
- School socials/discos

---

### How Information and Communication Technologies are used to assist learning

Each of our four classrooms is fitted with an Interactive Whiteboard. This allows teachers the opportunity to use engaging technologies to support students learning. It also offers students the opportunity to learn about responsible use of digital technologies and safety in online environments.

The school has many computers including desk top computers in every classroom and a fleet of laptops allowing mobile access to the school intranet and wireless access to the internet. This allows for opportunities for 1-1 computer access for students across the school at different times. This year the school is trialling the use of ipads in the Prep/1 and 2/3 classrooms.

Currently all teaching staff have their ICT certificates with some teachers working towards their ICT Pedagogical Licence. Teachers use ICT in learning on a daily basis to enhance learning and engage students.

All classrooms also have access to digital cameras, video cameras and interactive software to enhance learning in English, Mathematics and Science.

---

# Our school at a glance

## Social climate

Grantham State School is fortunate to have a school chaplain in attendance three days per week. The addition of the school chaplain enhances the already friendly, caring and family orientated school community. The school fosters a sense of personal responsibility in students and encourages them to be respectful, responsible and safe at all times. The school has a very active P&C who aim to progress and support our school to one that is known for its high standards of behaviour and performance.

## Parent, student and teacher satisfaction with the school

The overall satisfaction of parents, students and teachers is high. The overall satisfaction of the students and parents has risen significantly since 2010.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	94%
Percentage of students satisfied that they are getting a good education at school	85%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	89%
Percentage of staff members satisfied with morale in the school	90%

DW – Data withheld

## Involving parents in their child's education

Parents and carers are encouraged to participate actively in their children's education at Grantham State School. A number of parents choose to attend our weekly parade where students are awarded for their behaviour and learning. Parents are invited regularly to attend in class activities and special school events to celebrate student achievement and learning. We have a small number of parents who volunteer regularly to support students with reading and our Smart Moves program. Parent volunteers also run our weekly tuckshop. Parents and carers are always invited and encouraged to attend excursions and sporting events with their children. At Grantham State School, we believe that the best outcomes are when parents/guardians and the school are working together and to this end we encourage a high level of communication between parents and teachers to provide the best opportunities for success for every student.

## Reducing the school's environmental footprint

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

Grantham State School continues to implement environmental projects that reduce our environmental footprint. The school has worm farms and recycling bins to reduce waste. School wide practices of keeping doors shut when air conditioning is on, using windows before air conditioning and education campaigns to reduce electricity usage assist in decreasing our energy use. The school uses its water tanks to water the gardens, including the vegetable gardens. The school is in the process of completing its School Environmental Management Plan.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	47,802	489
2010	0	0
% change 10 - 11	N/A	N/A

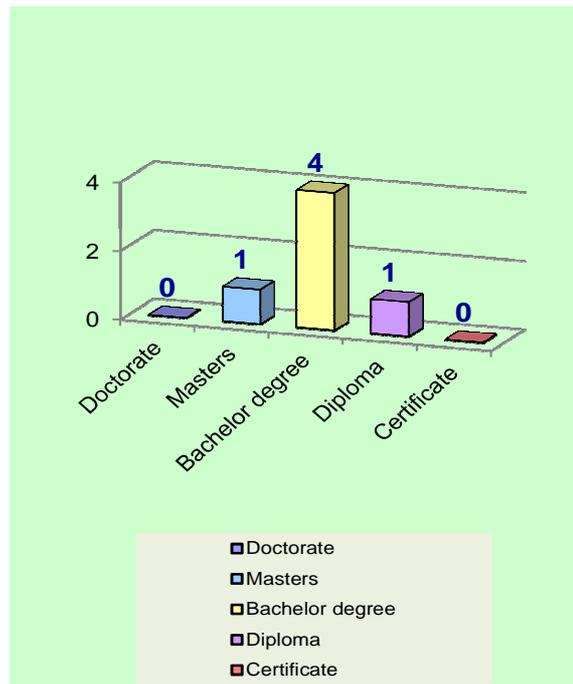
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	6	0
Full-time equivalents	5	4	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	4
Diploma	1
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$10898.

The major professional development initiatives are as follows:

- ACARA information and training sessions
- Science Spark Training
- First Steps in Number
- Goethe Institute – German
- ICT - Transformational Learning
- OneSchool Finance
- State Wide Principals Conference
- Trauma Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 60% of staff was retained by the school for the entire 2011 school year.

## School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

# Performance of our students

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

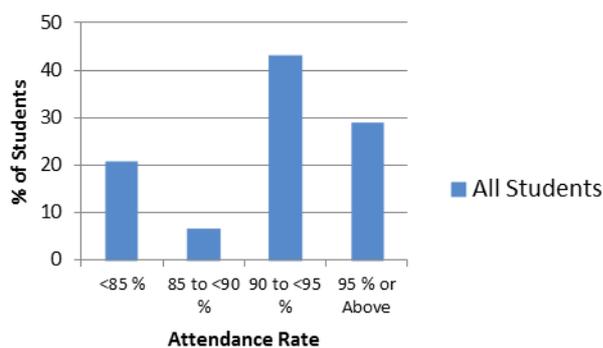
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94%	92%	93%	91%	90%	92%	87%					

### 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 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.

Roll marking occurs twice daily. Parents are asked to communicate with the school in person, with a phone call or in writing if their child is absent for any reason. An absent notification form is included with the weekly school newsletter and this has seen a decrease in the number of unexplained absences. Unexplained student absences are followed up initially with phone calls and extended absenteeism sees the appropriate letters sent home and meetings scheduled to support regular attendance.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

## Performance of our students

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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

The attendance of Indigenous students in our school is higher than that of the Non-Indigenous population. The achievement of the Indigenous students is supported through Individual Improvement Plans and in class teacher aide support is targeted to support the improvement in Literacy and Numeracy of our Indigenous children.