

Grantham State School (1051)

Queensland State School Reporting

2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

At Grantham State School we strive to achieve an attitude of "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. "A vibrant school community that values diligence, creativity, integrity and empathy" 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 2012.

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 and Staff Profile

School progress towards its goals in 2012

During 2012 we were able to achieve many of our goals including implementing the Australian Curriculum in English, Math and Science. We also made good progress in affirming and encouraging improved attendance and improved reading achievements. Our upper primary students worked with visiting groups to build their own personal self-esteem as well as build pride in their school by painting and decorating our drama building.

Future outlook

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

- Effective implementation of the Australian Curriculum in History
- Implementation of a whole school pedagogical framework
- Improve student attendance
- Provide all teachers with access to professional development to improve their capability for Explicit Instruction and Behaviour Management
- Provide students with opportunities to create a positive learning environment through school based projects.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	57	30	27	81%
2011	72	39	33	96%
2012	97	55	42	96%

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

Characteristics of the student body:

During 2012 we had four co-educational, multi-age classes from Prep – 7. Our enrolment has seen a steady increase during 2012 and we envisage this growth will continue in the foreseeable future.

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 12% of our students identify as Aboriginal or Torres Strait Islander. We have a small percentage of students with disabilities.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	21	24	20
Year 4 – Year 10	17	24	15
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	2	5	6
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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.
- Equine Learning for Futures – selected students participate in a social development program involving working with horses.
- Options Afternoon – students select a learning activity they would like. This year it involved leatherwork, woodwork, jewelry making, sewing, cross stitch, art and scrapbooking.

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
- 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 two 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 staff 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 2011.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	95.8%
this is a good school	95.8%
their child likes being at this school*	100.0%
their child feels safe at this school*	91.7%
their child's learning needs are being met at this school*	95.8%
their child is making good progress at this school*	95.8%
teachers at this school expect their child to do his or her best*	91.7%
teachers at this school provide their child with useful feedback about his or her school work*	95.8%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	91.7%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	91.7%
this school takes parents' opinions seriously*	91.3%
student behaviour is well managed at this school*	91.7%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%

Our school at a glance

they like being at their school*	95.5%
they feel safe at their school*	90.9%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	90.9%
they can talk to their teachers about their concerns*	95.5%
their school takes students' opinions seriously*	94.7%
student behaviour is well managed at their school*	95.5%
their school looks for ways to improve*	95.5%
their school is well maintained*	95.5%
their school gives them opportunities to do interesting things*	95.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 often 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. We have solar panels on our roof to provide a more sustainable approach to energy usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	37,284	164
2010-2011	47,802	489
2011-2012	34,862	482

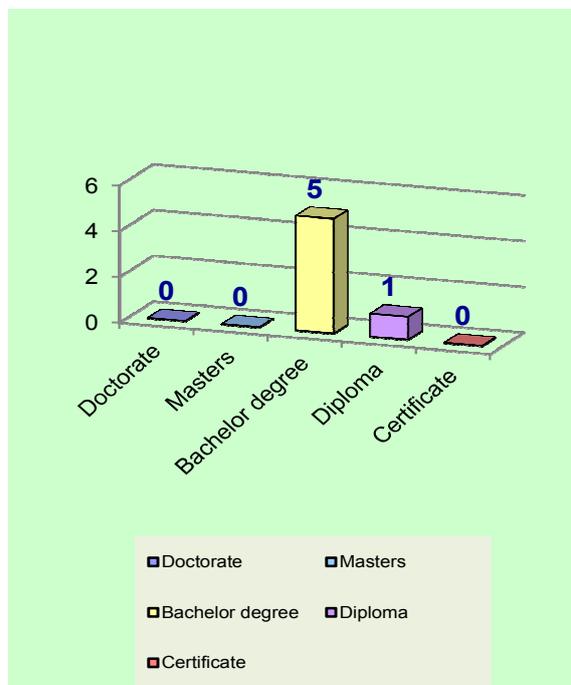
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	7	5	0
Full-time equivalents	6	3.6	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	5
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$11458.

The major professional development initiatives are as follows:

- Cluster school curriculum training
- Active After School Communities Coaching Program
- Master Class Digital Pedagogy for LOTE
- First Aid
- Australian Curriculum – History training

Our staff profile

- Autism
- Differentiated Instruction
- Functional Grammar

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.9%	96.4%	93%

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 2012 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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

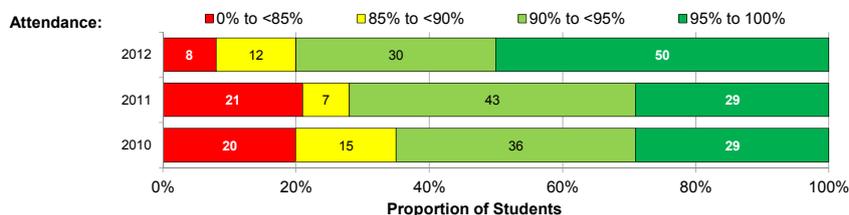
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	94%	95%	88%	92%	92%	64%					
2011	94%	92%	93%	91%	90%	92%	87%					
2012	91%	96%	93%	92%	95%	93%	95%					

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 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.

Performance of our students

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/>.

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

Performance of our students

Achievement – Closing the Gap

There is only a 1% difference in attendance between Indigenous and Non-Indigenous students.
