

# Grantham State School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address	15 Victor Street Grantham 4347
Phone	(07) 5466 1259
Fax	(07) 5466 1576
Email	the.principal@granthamss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Rebecca Cavanagh, Principal

## Principal's foreword

### Introduction

Grantham State School is a vibrant school community that values diligence, integrity, creativity and empathy. On a daily basis we work together towards a common goal of improvement of the whole child. Our educational philosophy means that we are not only interested in our students improving academically, although this is an expectation for every child, but that they grow as individuals socially, emotionally and physically and are given a broad range of cultural experiences.

Our staff are committed, professional and caring and with the support of the P&C we strive to create a positive school culture that values diversity. We have an underlying belief that all children can achieve well and we work towards empowering them to become happy, successful and productive members of the community now and into the future.

### School progress towards its goals in 2013

Our school community has worked together to achieve the following goals in 2013.

#### Curriculum

The Australian Curriculum learning area of History was introduced across the school.

Reading comprehension continued to be a focus, with guided reading re-established across the school. Students worked in Learning Groups to improve learning through targeted teaching. Increased monitoring of student achievement was introduced and a review of sight words and phonetic instruction was undertaken in preparation for 2014.

Our Responsible Behaviour Plan was again reviewed with further consistency of practice in classroom management practices across the school.

#### Teaching Practice

Quality teaching was a focus as staff worked together to develop a Pedagogical Framework that provided consistency of pedagogy across the school. Explicit instruction was enhanced through the introduction of regular peer feedback sessions.

#### School and Community Engagement

The school parade was changed to Wednesday afternoon and parents were invited to attend. The change in time resulted in increased attendance at school parades. Parents were invited to attend Playgroup each fortnight.

# Queensland State School Reporting 2012 School Annual Report



## Future outlook

### Curriculum

- Update school curriculum to include Geography.
- Implement Geography across all classes
- Implement whole school practices for frequent monitoring of literacy and numeracy
- Develop and implement Evidence Based Plans to ensure improvement for all students
- Implement Number Facts program across the school

### Teaching Practice

- Continue to implement Pedagogical Framework
- Provide teachers with access to coaching
- Staff professional development in inclusive practice

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	72	39	33	96%
2012	97	55	42	96%
2013	99	56	43	96%

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

## Characteristics of the student body:

During 2013 we had four co-educational, multi-age classes from Prep – 7. 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 10% 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		
	2011	2012	2013
Prep – Year 3	24	20	18
Year 4 – Year 7 Primary	24	15	17
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	5	6	11
Long Suspensions - 6 to 20 days	0	0	1
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.
- 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
- 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. In 2013, the Grantham State School choir won the Small Schools section of the B Grade Primary Choir at the Toowoomba Eisteddfod.
- 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.

### 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 an 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 is very high.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	100%
this is a good school (S2035)	96%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	92%	100%
their child's learning needs are being met at this school* (S2003)	96%	100%
their child is making good progress at this school* (S2004)	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	92%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	92%	94%
this school takes parents' opinions seriously* (S2011)	91%	93%
student behaviour is well managed at this school* (S2012)	92%	94%
this school looks for ways to improve* (S2013)	100%	94%
this school is well maintained* (S2014)	100%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	94%
they like being at their school* (S2036)	95%	100%
they feel safe at their school* (S2037)	91%	88%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%

## Our school at a glance

their teachers provide them with useful feedback about their school work* (S2040)	100%	93%
teachers treat students fairly at their school* (S2041)	91%	87%
they can talk to their teachers about their concerns* (S2042)	95%	94%
their school takes students' opinions seriously* (S2043)	95%	80%
student behaviour is well managed at their school* (S2044)	95%	81%
their school looks for ways to improve* (S2045)	95%	100%
their school is well maintained* (S2046)	95%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	100%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 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 Support a Talker 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

Grantham State School continues to implement environmental projects that reduce our environmental footprint. The school has worm farms and recycling bins to reduce waste. Schoolwide 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. We have solar panels on our roof to provide a more sustainable approach to energy usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	47,802	489
2011-2012	34,862	482
2012-2013	35,823	421

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

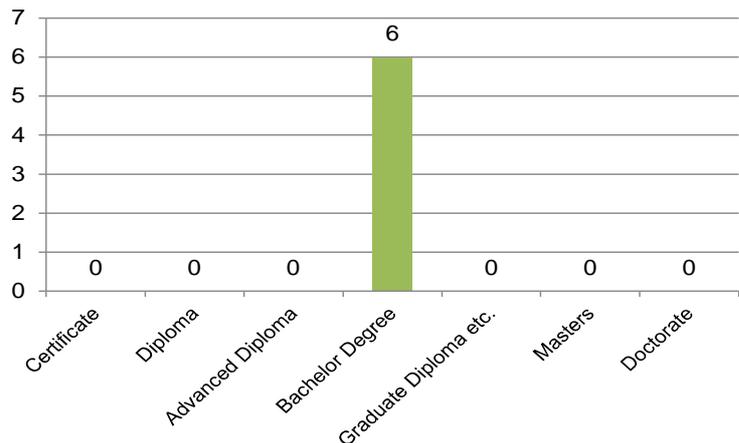
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	8	5	0
Full-time equivalents	6	4	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.	0
Masters	0
Doctorate	0
<b>Total</b>	<b>6</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 5564.00.

The major professional development initiatives are as follows:

- First aid training for all staff
- Principal development
- LOTE professional development
- Cleaner Training
- Teacher moderation and curriculum development

## Our staff profile

- Music conference
- C2C workshop
- Early Years Workshop
- Dyslexia training
- Professional reading

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	93%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	93%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

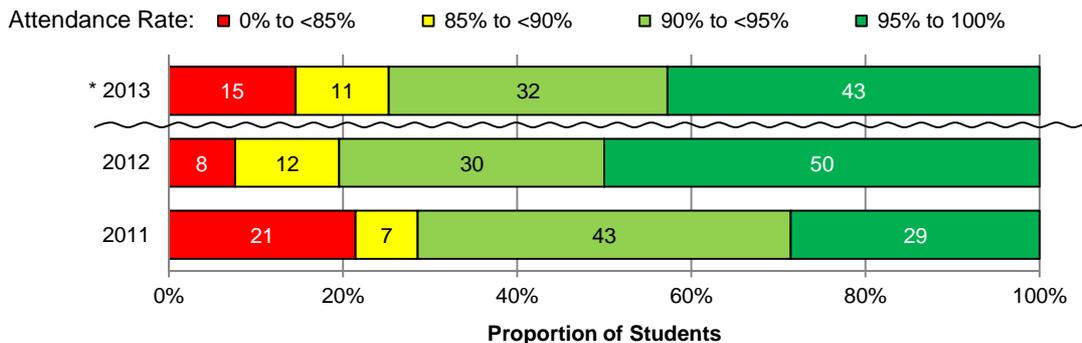
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	92%	93%	91%	90%	92%	87%					
2012	91%	96%	93%	92%	95%	93%	95%					
2013	94%	91%	92%	94%	93%	93%	89%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### Description of how non-attendance is managed by the school

## Performance of our students

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 in the weekly school newsletter and this has seen a decrease in the number of unexplained absences. Unexplained 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/>.

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

Attendance for Indigenous students is higher than for non-Indigenous students. There is a minimal gap in performance of Indigenous students and non-Indigenous students. In most areas, our Indigenous students perform higher than non-Indigenous students.