

Grantham State School

Queensland State School Reporting

2014 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

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 2014

Our school community has worked together to achieve the following goals in 2014:

Curriculum

- The Australian Curriculum learning area of Geography was introduced across the school.
- Focused improvement in reading was successful with a majority of students making good progress towards their goals.

Teaching Practice

- Explicit instruction was enhanced through the introduction of regular peer feedback sessions.
- Development of Instructional Leadership through the implementation of the Developing Performance Framework.

School and Community Engagement

- Successful transition to High School for Year 7 students with close liaisons with parents and the High School.

Future outlook

The key priorities for 2015 are:

- Update whole school curriculum for P-6
- Embed higher order thinking practices in teacher planning
- Regular review of behaviour data
- Formally adopt the PBL behaviour framework
- Commence school-based Playgroup
- Implement the Great Results Guarantee with a focus on Numeracy

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	97	55	42	96%
2013	99	56	43	96%
2014	95	52	43	87%

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

Characteristics of the student body:

During 2014, our enrolment increased to 102. 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 and Gatton.

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		
	2012	2013	2014
Prep – Year 3	20	18	19
Year 4 – Year 7 Primary	15	17	20
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	11	5
Long Suspensions - 6 to 20 days	0	1	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Literacy and Numeracy development through online programs including IMPACT, Mathletics and Reading Eggs
- Dance – taught in Term 3 through Footsteps Dance
- Focus on physical activity through the addition of Brain Breaks to extended learning blocks
- Positive Behaviour for Learning – weekly lessons

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 2014, the Grantham State School choir came third in the B Grade Primary Choir section 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
- Peer Skills Mentoring Program
- School concert

How Information and Communication Technologies are used to assist learning

Each of our 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 the 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. The school also purchased 70 XO computers for the Lower Primary providing a 1-1 device for all students in Prep-3.

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

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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	100%	80%
this is a good school (S2035)	96%	100%	80%
their child likes being at this school* (S2001)	100%	100%	80%
their child feels safe at this school* (S2002)	92%	100%	80%
their child's learning needs are being met at this school* (S2003)	96%	100%	80%
their child is making good progress at this school* (S2004)	96%	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	92%	88%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	80%
this school works with them to support their child's learning* (S2010)	92%	94%	80%
this school takes parents' opinions seriously* (S2011)	91%	93%	80%
student behaviour is well managed at this school* (S2012)	92%	94%	80%
this school looks for ways to improve* (S2013)	100%	94%	80%
this school is well maintained* (S2014)	100%	100%	80%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	100%	94%	92%
they like being at their school* (S2036)	95%	100%	96%
they feel safe at their school* (S2037)	91%	88%	88%
their teachers motivate them to learn* (S2038)	100%	100%	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%	93%	96%
teachers treat students fairly at their school* (S2041)	91%	87%	92%
they can talk to their teachers about their concerns* (S2042)	95%	94%	96%
their school takes students' opinions seriously* (S2043)	95%	80%	88%
student behaviour is well managed at their school* (S2044)	95%	81%	92%
their school looks for ways to improve* (S2045)	95%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school is well maintained* (S2046)	95%	100%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	88%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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. 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. We have solar panels on our roof to provide a more sustainable approach to energy usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	34,862	482
2012-2013	35,823	421
2013-2014	30,515	401

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.

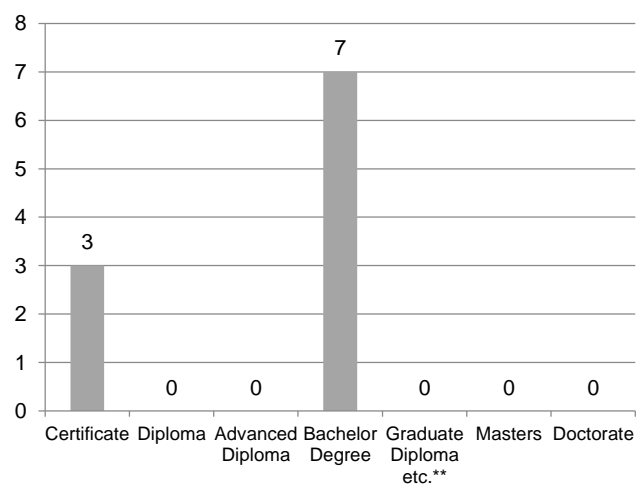
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	5	0
Full-time equivalents	6	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	10



*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 2014 were \$3920.00.

The major professional development initiatives are as follows:

- Language Teachers PD Day
- All about Relationships – Ken Warren
- Hidden Histories
- Goethe Institut Annual Conference
- Managing H&S in a School
- OneSchool Finance Training
- Explicit approach to early reading
- Opti-Minds PD
- Anaphylaxis Training
- ASD Workshop
- Supporting students with Disabilities
- First Aid - CPR

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	93%	95%	97%

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 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	91%

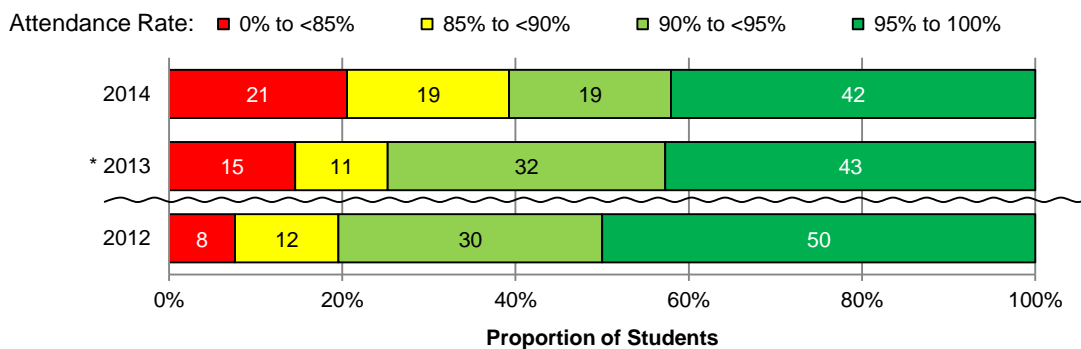
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	91%	96%	93%	92%	95%	93%	95%					
2013	94%	91%	92%	94%	93%	93%	89%					
2014	93%	92%	90%	91%	88%	90%	95%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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.

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/>.

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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

Approximately 10% of our student population identifies as Indigenous. Attendance is on par with Non-Indigenous students. The school worked closely with parents to improve academic outcomes for Indigenous students.