

Grantham State School

Queensland State School Reporting

2015 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

The 2015 school year was a great year for Grantham State School. This report provides some contextual information, but also provides an opportunity for us to share some of our successes for the 2015 school year.

Grantham State School is a small rural school surrounded by farming land. It is known for its friendly and warm atmosphere and the school's commitment to support every individual to access a quality education.

School progress towards its goals in 2015

Our significant achievements for 2015 were as follows.

- teachers created plans to target effective pedagogical practices and engaged in peer coaching and feedback
- teachers embedded higher order thinking strategies into their daily math lessons
- the school engaged formally with the Positive Behaviour for Learning (PBL) framework
- the school commenced a school-based playgroup
- 80% of teachers participated in professional development related to the teaching of Mathematics
- 50% of teachers participated in professional development with Anita Archer to improve their knowledge and practice of Explicit Instruction
- The relative gain for our Year 5 students in NAPLAN demonstrated significant gains in Reading.

Future outlook

This year we are working towards the following outcomes:

- Establishing a consistent whole school pedagogical approach to the teaching of reading
- Implementing the Positive Behaviour for Learning framework and updating our school's Responsible Behaviour Plan to reflect this
- Creating and maintaining a professional learning community focused on individual improvement in reading
- Developing and implementing a whole school approach to regular monitoring of student achievement in reading
- Developing and implementing a whole school approach to goal setting for students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	99	56	43	14	96%
2014	95	52	43	9	87%
2015	111	59	52	7	97%

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 2015, 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:

In 2015 we had 5 multi-age classes. Most of our Prep students have participated in some form of Kindergarten program. A small percentage of our students identify as Aboriginal or Torres Strait Islander. We have a small number of students with a verified disability. All of our students have English as their first language. A majority of our students come from low socio-economic backgrounds.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	19	18
Year 4 – Year 7 Primary	17	20	16
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	11	5	9
Long Suspensions - 6 to 20 days	1	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.

Curriculum delivery

Our approach to curriculum delivery

Our school offers a quality curriculum across the eight Key Learning areas of the Australian Curriculum. In 2015, students in Grades 2 – 6 were taught German. Specialist lessons in PE and Music were also delivered.

Student achievement is monitored through formative and summative assessment and a range of diagnostic standardized assessments. There are high expectations for all students' learning and there is a clear focus on student improvement regardless of their entry level ability.

Students participated in inter-school sporting opportunities including an athletics carnival, a swimming carnival and touch, netball, softball and Kanga cricket carnival days.

Extra curricula activities

- **Choir** - Almost a third of our school participate in the school choir and they have performed at a variety of school events.
- **ANZAC Day** – Students participate in a school parade and also march in the local ANZAC march in Gatton
- **Excursions** – all classes participate in educational excursions to provide opportunities for experiential learning. In addition, excursions were held regularly to reward student behaviour. These excursions included Creative Generation and a trip to Wivehoe Dam.

How Information and Communication Technologies are used to improve learning

Information and Communication Technologies are integrated across the curriculum areas in all classrooms. Classes have access to a range of ICT resources including desktop computers, laptops, XOs, digital cameras, document cameras and all classes have Smartboards.

Social Climate

Grantham State School formally became a Positive Behaviour for Learning school at the commencement of the 2015 school year. This framework has enhanced the already supportive, friendly and positive school climate. Our school chaplain has provided opportunities for increased positive well-being for students, staff and parents. All students surveyed believe they are getting a good education at our school and that they like being at this school. There is a high level of staff morale with staff in agreement that they enjoy working at this school. This is evidenced by the strong team approach at the school and the wonderful way in which staff work to support every individual student.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	80%	91%
this is a good school (S2035)	100%	80%	100%
their child likes being at this school (S2001)	100%	80%	100%
their child feels safe at this school (S2002)	100%	80%	83%
their child's learning needs are being met at this school (S2003)	100%	80%	100%
their child is making good progress at this school (S2004)	100%	80%	92%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	88%	80%	83%
they can talk to their child's teachers about their concerns (S2009)	100%	80%	100%
this school works with them to support their child's learning (S2010)	94%	80%	91%
this school takes parents' opinions seriously (S2011)	93%	80%	100%
student behaviour is well managed at this school (S2012)	94%	80%	67%
this school looks for ways to improve (S2013)	94%	80%	100%
this school is well maintained (S2014)	100%	80%	83%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	92%	100%
they like being at their school (S2036)	100%	96%	100%
they feel safe at their school (S2037)	88%	88%	96%
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)	93%	96%	100%
teachers treat students fairly at their school (S2041)	87%	92%	100%
they can talk to their teachers about their concerns (S2042)	94%	96%	100%
their school takes students' opinions seriously (S2043)	80%	88%	100%
student behaviour is well managed at their school (S2044)	81%	92%	88%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	96%	96%
their school gives them opportunities to do interesting things (S2047)	100%	100%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	88%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
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%	90%
student behaviour is well managed at their school (S2074)	100%	100%	80%
staff are well supported at their school (S2075)	100%	100%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	90%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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

The school strongly acknowledges the need for partnership between parents and the school in order for students to be successful learners. We communicate with parents and seek their input into the formation of plans to support student behaviour and learning. Parents are invited to support in a volunteer capacity in our tuckshop and assist with literacy rotations and reading before school. Parents are regular attendees at our weekly parade and special events, including school sporting events and cultural activities. We also have strong support from parents for excursions.

Reducing the school's environmental footprint

Solar panels have been installed to reduce electricity consumption. Food scraps and paper scraps are collected for parents to take home for chooks, or for composting or our worm farm. The compost and worm juice are used on our vegetable gardens. The vegetables grown are used in our tuckshop. Our water consumption has decreased through education and the introduction of watering systems for our gardens. We have large tanks to collect rain water to use on our gardens and pot plants also.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	35,823	421
2013-2014	30,515	401
2014-2015	23,584	234

*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.

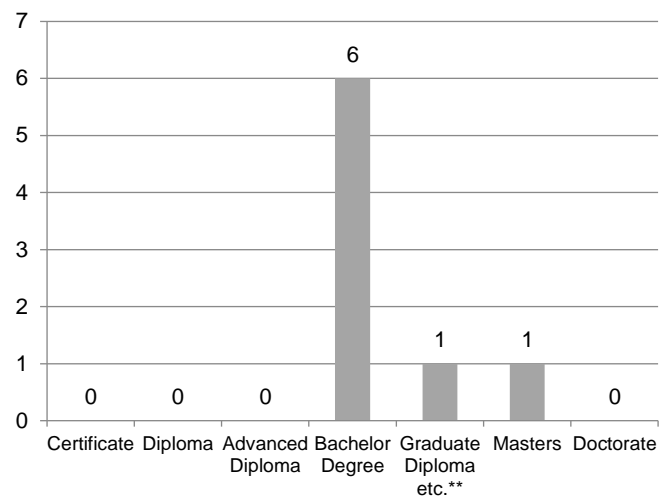
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	8	5	0
Full-time equivalents	8	4	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	8



*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 2015 were \$7784.00

The major professional development initiatives are as follows:

- Mandatory training
- First Aid
- Learning Difficulties
- Explicit Instruction – Dr Anita Archer
- PBL training
- German Language Conference
- Principal's State Conference
- Cleaner's training
- Finance and accountability workshop
- Teaching of Writing – Sheena Cameron
- Beginning teachers
- Teaching Mathematics
- Principal Business Meetings

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	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 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	94%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

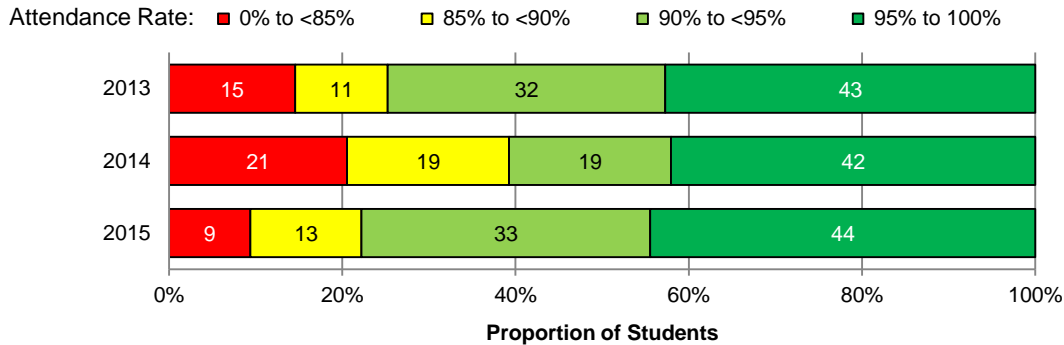
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	94%	91%	92%	94%	93%	93%	89%					
2014	93%	93%	92%	90%	91%	88%	90%	95%					
2015	93%	95%	94%	92%	94%	91%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

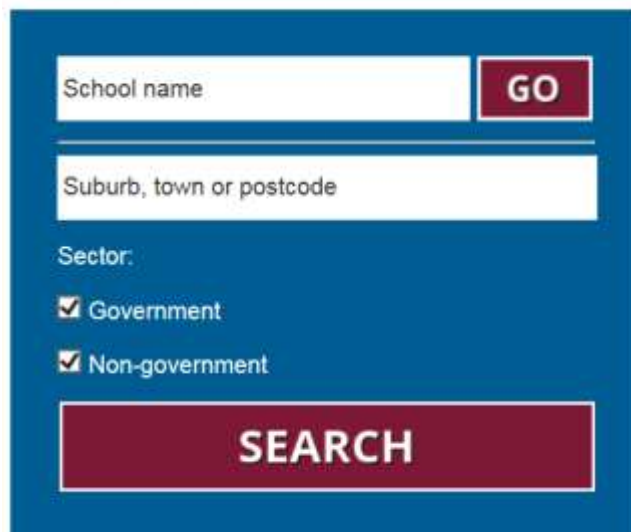
- Class roll is marked twice daily noting absences
- Student absence is followed up with phone calls or letters
- Procedures are in place for parents to advise the reason for absences
- Frequent advice is relayed to parents through enrolment procedures and newsletters about the importance of regular attendance
- Certificates are provided to students to acknowledge attendance with medallions presented at the end of the year to students with 98% attendance or above
- Student absences are reported to parents in report cards issued each semester

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

The image shows a search form titled "Find a school" on a blue background. It contains a text input field labeled "School name" with a red "GO" button to its right. Below this is another text input field labeled "Suburb, town or postcode". Underneath the second field, the word "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it says '**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.