



Grantham State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	15 Victor Street Grantham 4347
Phone:	(07) 5466 1259
Fax:	(07) 5466 1576
Email:	principal@granthamss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mrs Rebecca Cavanagh

School Overview

At Grantham State School we aim to provide high quality education which meets the diverse needs of our student population through the development of social, emotional, physical and intellectual understandings. Our purpose continues to be to provide a safe and supportive environment where every child is valued and every day is an opportunity for learning. We have an underlying belief that all children can achieve well and we work towards empowering them to become positive members of their community. Our vision for Grantham State School is to nurture a supportive community of curious, creative and empowered learners. Our School values are personal Growth, Respect, Integrity and Problem Solving.

Principal's Foreword

Introduction

This report outlines our achievements and progress towards our 2016 goals.

School Progress towards its goals in 2016

In 2016, our school continued to move toward creating a supportive and positive learning community where every student is improving in the following ways.

- Continued to embed the Positive Behaviour for Learning framework and reviewed and updated our School's Responsible Behaviour Plan
- Developed a pedagogical framework based on the Gradual Release of Responsibility model and engaged in professional development to improve the use of this strategy
- Engaged in Professional Development to improve the use of high yield practices in the teaching of reading
- Continued to develop strong transition programs for Pre-prep children and Grade 6 students through strong partnerships with early childhood centres and the local high schools.
- Implemented the Investing for Schools plan to improve literacy outcomes in early primary

Future Outlook

In 2017, Grantham State School will continue to focus on improving reading and embedding Positive Behaviour for Learning through the following actions:

- Developing consistency of language and effective practices in teaching reading
- Collaboratively developed goals in reading for all students
- Using the Literacy Continuum to track literacy progress
- Explicit teaching of subject specific vocabulary
- Staff training in Effective Classroom Practices
- Improving attendance through regular parent contact
- Continuing to embed a culture of observation and feedback to improve teacher expertise

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	95	52	43	9	87%
2015*	111	59	52	7	97%
2016	104	54	50	7	87%

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 2016, 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

Overview

In 2016 we had 5 multi-age classes from Prep – 6. Our student body is drawn from the town of Grantham and the surrounding areas including Placid Hills, Gatton and Helidon. Our school is serviced by two buses with approximately 30% of our students travelling by bus. We have a small number of students who identify as Aboriginal. A majority of our Year 6 students transition to Lockyer District High School.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	22	21
Year 4 – Year 7	20	24	23
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

The curriculum is actioned in the following ways:

- Core blocks of time are given to the teaching of English and Mathematics
- The Australian Curriculum subject areas are taught across the year levels including English, Mathematics, Science, HASS (Humanities and Social Sciences), Digital and Design Technologies, The Arts and Health and Physical Education
- Teachers adapt C2C units and differentiate assessments based on student learning needs
- Students in Grades 3 – 6 have German and music lessons delivered by specialist teachers
- Students learning is monitored and assessed using diagnostic, formative and summative assessments
- Students in Grades 5 & 6 participate in extension German lessons that incorporate coding

Co-curricular Activities

In addition to the formal curriculum our students had the opportunity to engage in the following co-curricular activities:

- Under 8s day was celebrated in September with local schools and early childhood centres
- Choir – the choir performed at school events and at the Regional Sing Out and Tyme festival
- Band – the band practices each week and performs at school events during the year. They also participated in a local school competition, achieving a highly commended
- Sport carnivals – our school joins with other small schools for the Caffey Athletics Carnival and the Caffey Swimming Carnival
- Options – students engage in afternoons during the year where they can select an activity that is of interest to them. This includes sporting, craft, art and design options.
- Table tennis and handball competitions
- Book Week parade
- Lip-sync competition

How Information and Communication Technologies are used to Assist Learning

Digital pedagogies are used in all classes to deliver lessons and for students to demonstrate their learning. Each classroom has an interactive whiteboard and access to desktop and laptop computers. Information and Communication Technologies (ICT) are integrated into all curriculum areas in all classrooms. Teachers and students have access to a range of ICT resources including iPads, digital cameras, document cameras and infinity mini computers.

Social Climate

Overview

Grantham State School is a Positive Behaviour for Learning school. This framework helps contribute to a supportive, friendly, nurturing and positive school climate. There is a high level of staff morale with staff in agreement that they enjoy working at this school. Teamwork is a strength of the school staff who work together to ensure our students receive the care and attention they need to be successful. A majority of parents and students believe that their child is getting a good education at this school and believe this is a good school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	80%	91%	82%
this is a good school (S2035)	80%	100%	82%
their child likes being at this school* (S2001)	80%	100%	91%
their child feels safe at this school* (S2002)	80%	83%	73%
their child's learning needs are being met at this school* (S2003)	80%	100%	73%
their child is making good progress at this school* (S2004)	80%	92%	82%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	82%
teachers at this school motivate their child to learn* (S2007)	100%	100%	82%
teachers at this school treat students fairly* (S2008)	80%	83%	73%
they can talk to their child's teachers about their concerns* (S2009)	80%	100%	91%
this school works with them to support their child's learning* (S2010)	80%	91%	91%
this school takes parents' opinions seriously* (S2011)	80%	100%	82%
student behaviour is well managed at this school* (S2012)	80%	67%	64%
this school looks for ways to improve* (S2013)	80%	100%	82%
this school is well maintained* (S2014)	80%	83%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	100%	94%
they like being at their school* (S2036)	96%	100%	88%
they feel safe at their school* (S2037)	88%	96%	94%
their teachers motivate them to learn* (S2038)	100%	100%	94%
their teachers expect them to do their best* (S2039)	100%	100%	94%
their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	81%
teachers treat students fairly at their school* (S2041)	92%	100%	88%
they can talk to their teachers about their concerns* (S2042)	96%	100%	75%
their school takes students' opinions seriously* (S2043)	88%	100%	81%
student behaviour is well managed at their school* (S2044)	92%	88%	73%
their school looks for ways to improve* (S2045)	100%	100%	94%
their school is well maintained* (S2046)	96%	96%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	92%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	89%
they feel that their school is a safe place in which to work (S2070)	88%	100%	89%
they receive useful feedback about their work at their school (S2071)	100%	100%	89%
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%	90%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	100%	80%	78%
staff are well supported at their school (S2075)	100%	90%	89%
their school takes staff opinions seriously (S2076)	100%	100%	89%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	90%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	89%

* Nationally agreed student and parent/caregiver items

'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

Our school is fortunate to have a strong and active P&C. They support the engagement of parents and the community at our school through regular events and at our monthly P&C meetings. Parents assist at the school in the tuckshop, at sporting events and in the classrooms, particularly with reading. Our parents and staff also work with some wonderful community businesses who support our students in a range of ways and are particularly supportive in making donations for special events.

Respectful relationships programs

Grantham State School parents, staff and students believe that the best relationships are respectful ones. Each week students in grades 2 – 6 participate in respectful relationships lessons that give students the knowledge, understanding and skills needed to build healthy relationships with family and friends and to develop their ability to identify and respond to their emotions.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	9	19
Long Suspensions – 6 to 20 days	0	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.

Environmental Footprint

Reducing the school's environmental footprint

Solar panels have been installed to reduce energy consumption. Food scraps are collected for the composting or for parents and staff to take home for their chooks. The compost is used on our vegetable garden. Some of our produce from the garden is used in our tuckshop. Our water consumption increased in the 2015/2016 year as we endeavoured to establish vegetable and flower gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	30,515	401
2014-2015	23,584	234
2015-2016	63,758	1,253

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	6	0
Full-time Equivalent	7	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	5
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$13, 533.00.

The major professional development initiatives are as follows:

- Mentoring beginning teachers
- Asbestos training
- Language conference
- Explicit instruction training
- PBL coach training
- First Aid and CPR training
- Place value and problem solving workshops
- Creating successful writers workshop
- Bringing the Science of Learning to the Classroom
- Leading where you are
- Regional business meetings
- Cluster principal meetings
- Cleaners' workshop

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	94%	86%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

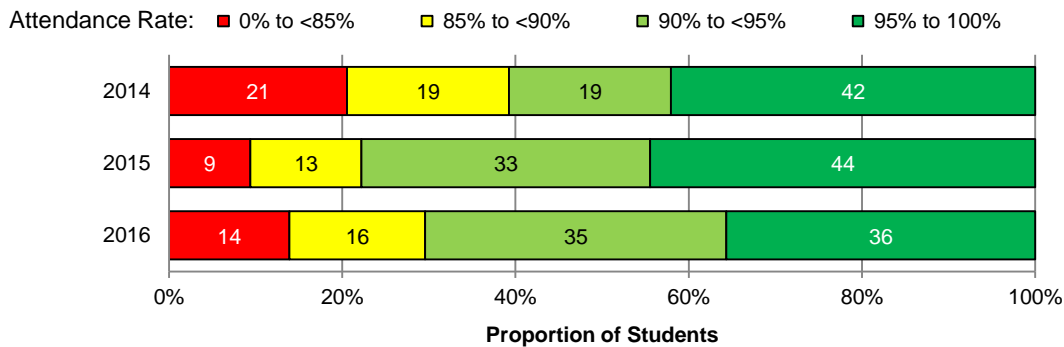
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	92%	90%	91%	88%	90%	95%					
2015	93%	95%	94%	92%	94%	91%	93%						
2016	94%	92%	92%	92%	91%	90%	91%						

*Attendance rates effectively count 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
- Unexplained absences followed up with a phone call
- Certificates are provided to students at the end of each term for 95% or above attendance and medallions are presented to students at the end of the year with 98% or above attendance
- Student absences are reported to parents each semester

NAPLAN

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

Sector:

Government

Non-government

SEARCH

Where it states '**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.