



Grantham State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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 important. 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 school community of curious, creative and empowered learners.

School progress towards its goals in 2018

In 2018 Grantham State School had an explicit and narrow focus on improving student reading. This was enacted in the following ways:

- all staff participated in professional development in understanding how children learn to read
- development of systematic processes in teaching phonemic awareness and phonics
- targeted intervention for individual students
- teachers using effective classroom practices to make the best use of classroom learning time

Future outlook

In 2019 the Grantham State School explicit agenda continues to focus on improving reading outcomes for all students. This will be enacted in the following ways

- developing a clear process for monitoring student progress using the Literacy Continuum
- embedding collaborative processes for planning, teaching and assessing reading
- planning for effective teaching of reading comprehension
- development of precise learning intentions and success criteria
- embedding the teaching of reading across all curriculum areas

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	104	95	95
Girls	54	49	50
Boys	50	46	45
Indigenous	7	6	6
Enrolment continuity (Feb. – Nov.)	87%	91%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	19	18
Year 4 – Year 6	23	18	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 music lessons delivered by a specialist teacher
- Students in Grades 4-6 participate in digital technology lessons delivered by a specialist teacher
- Languages (German) is taught from Prep -6 by a specialist teacher
- Student learning is monitored and assessed using diagnostic, formative and summative assessments

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.
- Sport carnivals – our school joins with other small schools for the Caffey Athletics Carnival and the Caffey Swimming Carnival
- Table tennis and handball competitions
- Book Week parade
- Whole school excursion to Southbank Brisbane

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 believe that their child is getting a good education at this school and believe this is a good school.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	82%	100%	71%
• this is a good school (S2035)	82%	100%	71%
• their child likes being at this school* (S2001)	91%	100%	71%
• their child feels safe at this school* (S2002)	73%	100%	71%
• their child's learning needs are being met at this school* (S2003)	73%	100%	71%
• their child is making good progress at this school* (S2004)	82%	100%	71%
• teachers at this school expect their child to do his or her best* (S2005)	91%	100%	71%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	100%	71%
• teachers at this school motivate their child to learn* (S2007)	82%	100%	71%
• teachers at this school treat students fairly* (S2008)	73%	100%	71%
• they can talk to their child's teachers about their concerns* (S2009)	91%	100%	71%
• this school works with them to support their child's learning* (S2010)	91%	100%	71%
• this school takes parents' opinions seriously* (S2011)	82%	100%	71%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	64%	88%	67%
• this school looks for ways to improve* (S2013)	82%	100%	71%
• this school is well maintained* (S2014)	91%	88%	57%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	100%	92%
• they like being at their school* (S2036)	88%	100%	100%
• they feel safe at their school* (S2037)	94%	100%	100%
• their teachers motivate them to learn* (S2038)	94%	100%	100%
• their teachers expect them to do their best* (S2039)	94%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	81%	100%	96%
• teachers treat students fairly at their school* (S2041)	88%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	75%	100%	96%
• their school takes students' opinions seriously* (S2043)	81%	94%	100%
• student behaviour is well managed at their school* (S2044)	73%	100%	96%
• their school looks for ways to improve* (S2045)	94%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	88%	100%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	89%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	89%	100%	100%
• they receive useful feedback about their work at their school (S2071)	89%	100%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	86%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	90%	82%
• student behaviour is well managed at their school (S2074)	78%	90%	82%
• staff are well supported at their school (S2075)	89%	100%	91%
• their school takes staff opinions seriously (S2076)	89%	100%	82%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	80%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	89%	100%	100%

* 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 education 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. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships..

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	19	5	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. We have a number of water tanks that are used to water gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	63,758	49,126	33,086
Water (kL)	1,253	813	529

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

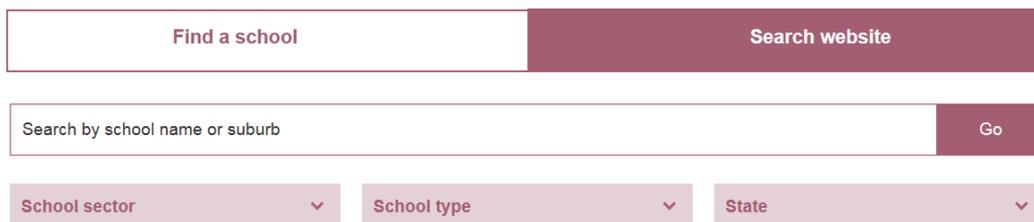
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	8	6	0
Full-time equivalents	7	4	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	7
Diploma	
Certificate	

*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 2018 were \$16993.

The major professional development initiatives are as follows:

- One School training
- Numerate Futures
- Read to Learn
- First Aid and CPR
- Regional Development Days
- The Big Six
- Languages Workshop
- Moderation
- Age Appropriate Pedagogies
- Student Protection
- Code of Conduct
- Asbestos Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	93%
Attendance rate for Indigenous** students at this school	86%	94%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	93%	92%
Year 1	92%	93%	95%
Year 2	92%	89%	94%
Year 3	92%	91%	92%
Year 4	91%	94%	96%
Year 5	90%	92%	92%
Year 6	91%	93%	91%

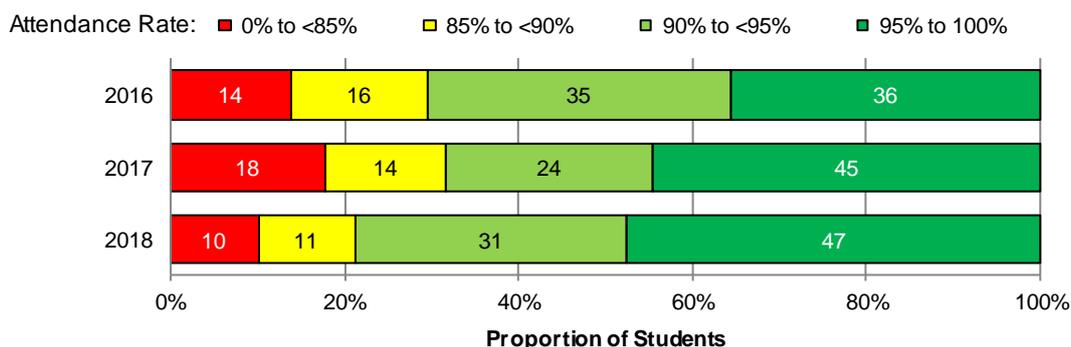
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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
- The importance of attendance is promoted frequently in school newsletters, at school parades and events

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.