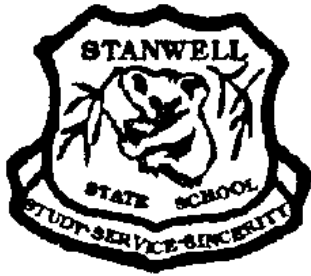


Stanwell State School (0129)

Queensland State School Reporting

2012 School Annual Report



Postal address	10 Teakle Street Stanwell 4702
Phone	(07) 4934 7174
Fax	(07) 4934 7408
Email	the.principal@stanwellss.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	Ms Rosalie Welburn (Principal)

Principal's foreword

Introduction

This report provides an overview of the achievements, developments and challenges for Stanwell State School during the 2012 school year. The report is written in three sections: Our school at a glance, our staff profile and our students' performance.

Our School at a Glance details the school profile, curriculum offerings, school climate and parents, student and staff satisfaction with the school. This section also describes how our parents are involved with their child's education and how the school is reducing their environmental footprint.

Our staff profile outlines the composition of the staff at Stanwell State School, teacher qualifications, expenditure on professional development, staff attendance and retention, and school income by funding source.

Our students' performance provides information on student attendance and student achievement on systemic measures in Years 3, 5 and 7.

As well as being published on the school's website, this report will be tabled at a P & C meeting, published in the school's Newsletter and will be available as a paper copy in the school's office.

School progress towards its goals in 2012

The 2012 Annual Implementation Plan identified a number of priorities for the 2012 school year, focussing on the implementation of the Australian Curriculum through the development of school based curriculum plans. Support materials were to be purchased and used to assist with this implementation. The Teaching of Reading was a particular curriculum focus and a reading program was to be purchased. However, due to unforeseen circumstances with the implementation of the new OneSchool Finance system, this did not occur. This will be put forward to 2013. In conjunction with this, 5 weekly assessment schedules were to be undertaken, but as the reading program was not purchased this did not occur either. However, benchmarks and standards, specific reading time and teacher debriefing sessions were all implemented and, using the internal school monitoring (ISM) system, all children showed improvement with reading, though not all to the set targets.

The Australian Curriculum Maths and the First Steps Maths program were both implemented. Assessment folders using First Steps Maths were developed and implemented.

Queensland State School Reporting

2012 School Annual Report



Curriculum To Classroom (C2C) was used to implement the Australian Curriculum Spelling in a whole school spelling program which will continue to be reviewed and developed in 2013.

The whole school Assessment and Reporting Plan, incorporating benchmarks and targets, was developed and will be re-assessed in 2013.

Specific teachers took on leadership roles with the School Environment Management Plan (SEMP) and Indigenous Education Strategic Initiates Program (IESIP) and have successfully managed these.

We maintained our positive and productive relationships with local firms and our P & C continued their active contributions to the school. The Student Council also continued their active role within the school.

Future outlook

Promoting 100% attendance to improve student attendance will be a focus for 2013, as will the continuation of the implementation of the Australian Curriculum and C2C spelling. The Internal School Monitoring and the established Benchmarks and Standards will be reviewed for relevance and continuity. The Cars and Stars program for reading comprehension will be purchased and trialled.

Explicit Instruction, collegial modelling, peer evaluations and the provision of feedback to students will be part of Professional Development to enhance teaching practice in 2013.

In line with systemic requirements, the School Pedagogical Framework will be developed as will the Student Wellbeing Framework.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	35	18	17	100%
2011	40	19	21	88%
2012	38	21	17	100%

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

Characteristics of the student body:

Stanwell State School has a long history and a proud tradition of providing quality educational experiences to our students. Beginning in 1876, the school today serves the learning needs of approximately 40 students. We are a co-educational state primary school that caters for students from Prep to year 7. Our school motto, “Study, Service, Sincerity” reflects our dedication to delivering learning experiences to prepare our students for life and work commitments in the 21st century.

Our core purpose is to significantly enhance children’s lives, now and into their future through education. Our ambition for this new generation is to nurture talents, build character, promote leadership, develop relationships, grow intellect and foster citizenship. This is reflected in the school’s core values; the 5 Cs: Care, Concern, Courtesy, Consideration and Co-operation.

Our students are from what is considered a rural area, about 20minutes drive from a major town. Most students do not live on farms or properties, but a small percentage do. Approximately 26% of our students identify as Aboriginal or Torres Strait Islander. Our school is resourced with Physical Education, Music and Japanese Programs sourced by specialist teaching staff. Approximately 5% of our students are diagnosed with a disability. According to the MySchool website, 42% of our students are in the lowest two quartiles of socio-educational advantage and 0% lie in the top quartile. No student identifies as having English as a second language (ESL).

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	16	19	18
Year 4 – Year 7	18	23	10

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days		<5	
Long Suspensions - 6 to 20 days		0	
Exclusions		0	
Cancellations of Enrolment		0	

Curriculum offerings

Our distinctive curriculum offerings at Stanwell State School include:

- a 1:3 computer to student ratio
- Swimming lessons during Term 1
- Japanese (LOTE) for the Upper class
- Access to the National Halogen Young Leaders day in Brisbane for Year 7 students (at no cost to students)
- Westwood Sports Day
- Student Council

A teacher aide provides a Special **Extra curricula activities**

A major week long camp is held every 3 years for the Upper class

In the other two years, an overnight camp for the whole school is organised.

A Friday afternoon sporting program consisting of Hockey in T1 and T4 and Soccer in T2 and T3 is provided.

Student Council hold a fundraising weekly lunch to sponsor a World Vision child.

How Information and Communication Technologies are used to assist learning

Our school has a 1:4 ratio of computers to students. Computers are used in all curriculum areas to enhance learning. They are used for the development of presentations (such as power point) and for research using the internet.

Teachers and teacher aides undertake professional development to enable them to use ICTs throughout the teaching and learning cycle. All classrooms have interactive whiteboards and students interact with this medium every day. Students also use printers and digital cameras. Children also learn about cyber-safety. Education Program which may include Life Skills, shopping and cooking.

Our school at a glance

Social climate

Our school is a big part of our community. Volunteers gift their time and talents to our school in the classroom, the library, in sporting programs and events, as reading volunteers and as tuckshop helpers.

According to the School Opinion Survey for 2012, more than 95% of students were happy to go to this school, with 100% of parents believing that this is a good school. The survey did show parental concerns that we weren't well organized and we will address this in 2013. Our students showed concerns that student achievements weren't celebrated. Again, we will address this in 2013. Though both these areas still showed an over 80% satisfaction rate.

The fact that there were no suspensions in 2012 reflects the school's high expectations for positive, safe and respectful behaviour by our students and their compliance. Reported incidents of bullying are investigated and consequences applied according to the Responsible Behaviour Plan for Students.

At Stanwell State School, the promotion of our core values (The 5Cs – Courtesy, Care, Concern, Consideration & Co-operation) further embed a positive attitude by all students, staff and the community to their school and each other.

Our School Opinion Survey shows that over 90% of our parent body is satisfied that their children like going to our school and are safe at our school. They are also extremely satisfied that their children are learning and making good progress at Stanwell State School. Our students School Opinion Survey results show that 100% of our Students are satisfied or very satisfied with being safe and with the behaviour of students. They are more satisfied than Like and State schools with being treated fairly.

We have a non-denomination Religious Education for a 30min lesson, once a week. This is provided by a volunteer lay person who has become a welcome part of our Stanwell School Community.

Parent, student and staff satisfaction with the school

The School Opinion Survey results group like questions together into performance areas.

In every area, but four, the Student opinions results show our Students are more satisfied than students at both State and Like Schools. For 'Believing this is a good school' and 'Would they recommend it to others', our students rated 100%.

Parent Satisfaction results show that parents are more satisfied than State and Like schools in more than half the areas.

Staff opinion results show that staff are members more satisfied than State and Like schools in all areas except Work roles.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	94.1%
their child feels safe at this school*	94.1%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	

Our school at a glance

they can talk to their child's teachers about their concerns*	94.1%
this school works with them to support their child's learning*	94.1%
this school takes parents' opinions seriously*	94.1%
student behaviour is well managed at this school*	88.2%
this school looks for ways to improve*	100.0%
this school is well maintained*	88.2%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	95.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	95.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	94.7%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	87.5%
with the individual staff morale items	100.0%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents can be involved with their child's education through:

- attending P&C meetings each month
- assisting their child with weekly homework tasks and assignments, including reading to and with their child
- attending parent information sessions during the school year
- volunteering in classrooms, at tuckshop, in the library, in the swimming season and for sport coaching
- attending parent-teacher interviews and keeping in regular contact with the teacher
- participating in special school events and occasions eg sports days, parades and excursions and
- reading the school newsletter or website to keep up to date about the school's events

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

We have a SEMP (Sustainable Energy Management Program) program operating at school which involves students being guided by staff to monitor, manage and / or reduce the use of resources within the school. For example, the children had a vegetable garden, bins are utilised for waste paper and metals, water and power consumption is monitored and children devise ways to reduce this consumption.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	27,089	0
2010-2011	24,499	0
2011-2012	21,639	0

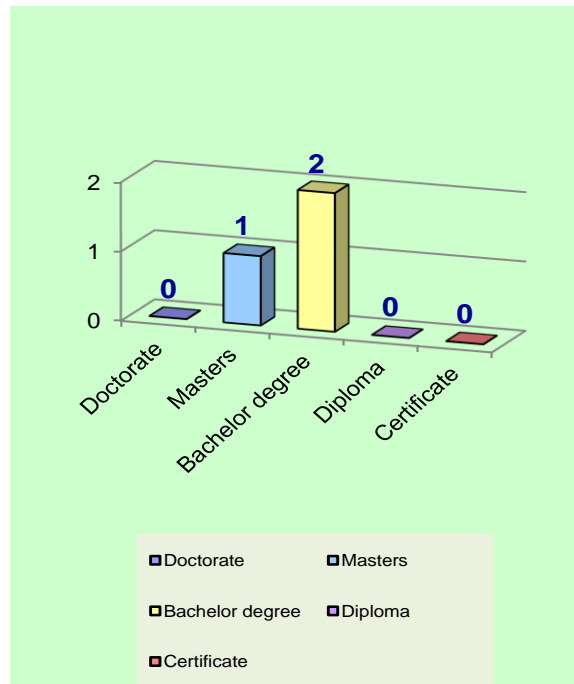
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	3	3	0
Full-time equivalents	2.5	2.4	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	2
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$5656. The proportion of the teaching staff involved in professional development activities during 2012 was 100%. These funds include the cost of release days for teachers to access professional development opportunities and associated travel and accommodation costs.

The major curriculum professional development initiatives were as follows:

- _ Planning release days for teachers to learn how to plan using the Australian Curriculum, Reporting and Assessment Framework
- _ Reading comprehension strategies
- _ ICTS in teaching and learning
- _ Embedding Aboriginal and Torres Strait Islander Perspectives in Schools
- _ Words Their Way and Spelling
- _ Teaching and Learning Audit
- _ Australian Curriculum (English, Maths, Science)

All of the teaching staff, including Teacher aides, was involved in Professional Development for these curriculum areas in some form. Teaching staff were also involved in Professional Development for Student Protection, Code of Conduct and Asbestos training. Most staff availed themselves of the opportunity to undertake First Aid training. Other staff members, cleaner and grounds-person, undertook PD specific to their field.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.4%	96.4%	97.9%

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 2012 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.

Performance of our students

Student attendance

	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

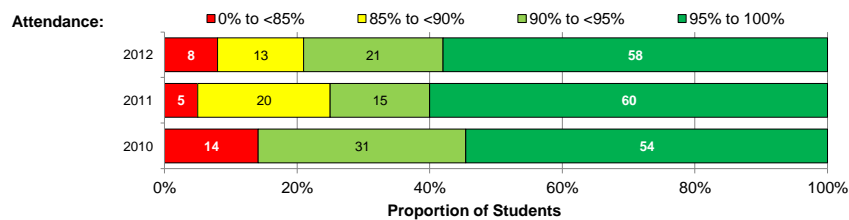
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	96%	93%	95%	95%	94%	94%	93%	NA	NA	NA	NA	NA
2011	92%	93%	97%	82%	97%	96%	94%	NA	NA	NA	NA	NA
2012	DW	97%	93%	96%	96%	92%	94%	NA	NA	NA	NA	NA

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 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.

This means student attendance is recorded on class rolls twice daily, once in the morning and once in the afternoon. Office staff transfer this information to OneSchool at the end of each week.

Our school community realises and values the importance of attendance and punctuality. Parents are communicated this through newsletters, personal notes sent home and face to face communications if the need arises (in the instances of regular absences or tardiness). Students are encouraged to attend school and motivated to do so with term awards for 100% attendance.

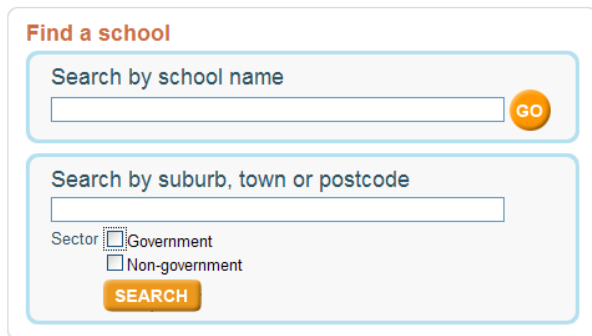
Performance of our students

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/>.

Due to our small cohort of Year 5 students, the data for this year level is withheld from the MySchool website. We have been able to identify that collectively, from 2009 to 2012 the mean scale score of our Year 5 students has been comparable to those of both State and Like schools. However, we have also found that Reading continually needs to be a focus with this year level.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field and a "SEARCH" button. Below the second section, there is a "Sector" label with two radio button options: "Government" and "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

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past four years, Stanwell State School has had small numbers of Indigenous students in specific year levels. Therefore, comments cannot be made on NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas and generally our achievement Gap between Indigenous and Non-Indigenous students is very small. In some cases, Indigenous students are performing better than Non-Indigenous students.