


Our school at a glance

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Principal's foreword

Introduction

Sandy Strait State School is committed to providing a primary school experience which focuses on life long learning skills in a caring and supportive environment.

- At Sandy Strait State School we value and demonstrate :
- a happy, safe, supportive and challenging environment
- educational experiences which cater for individual development, learning styles and backgrounds
- experiences which prepare students for a changing world
- access to resources that support and enhance educational outcomes.
- balanced and purposeful learning experiences.

Which promote:

- respect for self, others and our school environment
- critical thinking that enables students to make informed choices
- creativity and initiative in teaching and learning
- learning through participation, exploration and interaction
- the development of life, long learners
- productive partnerships and open communication amongst members of the school community
- emotional intelligence including resilience and positive social skills

Our school at a glance

Future outlook

Key strategic directions for Sandy Strait State School for 2007-2009 are as follows:

- Kids Matter
- Literacy and Numeracy
- Inclusive Practices
- Professional Development supporting the implementation of the QCAR Framework.

School Profile

Sandy Strait State School is a Band 10 school located in Hervey Bay. It offers a co-educational Prep to Year 7 program. It was established in 1995 and celebrated its tenth anniversary in 2006.

The current population (including Prep) is 869 students with an increasing enrolment. The growing school population is an ongoing challenge. The school is one of a number of schools in the area. Hervey Bay is a large regional community of some 58000 people situated east of Maryborough. It relies heavily on tourism, and supports a range of rural, service, retail and industrial activities. The hospitality, retail and tourism industries provide significant employment. The area has seen significant growth and is changing rapidly.

The student population is drawn from a wide area of the Bay, with students from River Heads , Booral and Urangan making up the bulk of the students. A significant number of students travel to school by bus. New arrivals, particularly from interstate are frequent. The student population is diverse, with representation from a range of cultural backgrounds.

Indigenous students make up 6 % of the population. A large number of students require Learning Support. A Special Education Program is in place. A HOSES (Head of Special Education Services) was appointed in 2006. A Guidance Officers is based at the school three days per week. A School Chaplain is available to assist students and families two days per week. The vast majority of Sandy Strait students transition to high school at Urangan State High School, our neighbouring campus. Small percentages go to other local schools, private schools and schools outside of Hervey Bay .

The teaching staff of the school is quite stable with little staff movement. Most teachers are Senior Teachers with a number of years of experience. Specialist staff, with the exception of LOTE, are not required to provide service to other schools. The school's annual budget for 2008 was approximately \$830 000. This was drawn from State and Commonwealth funds as well as the P&C.

Sandy Strait has a very well cared for, attractive grounds and buildings, all in a good state of repair. Teaching areas include general teaching blocks, relocatable buildings, a Resource Centre, and covered areas. An out of school hours care facility operates in a building funded by the P&C.

Curriculum offerings

Our Curriculum plan is inclusive of all year levels from Prep through to Year 7 and is focussed on developing the needs of the whole child.

Our Curriculum plan encompasses all Key Learning Areas :

- English
- Mathematics
- Science
- Studies of Society and the Environment (SOSE)
- Technology
- The Arts (Art, Music, Dance and Drama)
- Health and Physical Education (HPE)
- Languages other than English (LOTE) - Chinese in Yrs 6 and 7.

We recognise that there are factors that contribute to success at school. Building relationships and developing a positive disposition towards learning. A whole school approach to developing these skills was implemented in 2008.

"Program Achieve – You Can Do It" identifies Five Foundations that support the success of achieving students – Confidence, Persistence, Organisation, Getting Along and Resilience.

Our school at a glance

Across the school focussed classroom teaching occurs around the “You Can Do It” program. Both inside and outside the classroom the language of this program is heard throughout our school.

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What is the “Setting the Focus” Phase?

During the first four weeks of the school year all classes implement the “Setting the Focus”. During these weeks you will see:

- an intensive focus on Literacy and Numeracy
- children understanding how to learn, what their bodies need for learning to occur and to achieve success.
- children developing an understanding of their learning style, how they think and how to utilise these skills to solve problems. (Yrs 4-7)
- the introduction of the You Can Do it Program. Introducing the 5 foundations and the characters associated with these.
- the establishment of supportive environments within the classroom – *coming together / learning together*.
- teachers gathering data on children in the areas of Literacy and Numeracy and developing class profiles.
- teachers working together with Learning Support Teachers and Special Needs Staff to develop programs for identified students.
- teachers and parents establishing links between home and school.
- teachers providing parents with information about the upcoming Learning Journey and focus for the semester ahead.

What is the “Sharpening the Focus” Phase?

During the first 2 weeks of Semester 2 all classes implement the “Sharpening the Focus” phase. During these weeks you will see:

- an intensive refocus on Literacy and Numeracy using data collected from end of semester report cards to inform practice.
- classes resetting the tone and scene for learning in the semester ahead.
- an intensive refocus on “Program Achieve. You Can Do It”, re-establishing the 5 foundations.
- classes re-establishing a commitment to learning and social/ emotional development in classrooms.
- the formulation of intervention programs as a result of the National Testing Program, Diagnostic Net or other identification processes.

What is a Learning Journey?

We believe that it is important for students to develop deep understanding in their learning and to have “hands on”, “real life” experiences. We also believe that it is vital to have a whole school approach in which we build upon student’s prior learning. A Learning Journey spans the semester and follows on from the “Setting the Focus” Phase in Semester 1 and the “Sharpening the Focus” Phase in Semester 2.

A Learning Journey has a clear Science and SOSE focus and may incorporate Technology and the Arts. You will see:

- Students involved in hands on science activities, gathering data, performing experiments, manipulating equipment, drawing conclusions and using scientific language.
- Students investigating issues involving the environment, people and cultures, our history and developing opinions about themselves and their place in the world.
- Students designing, planning and constructing representations in response to problems or real life issues.
- Students utilising ICTs to enhance their learning.
- Teachers providing opportunities for students to be involved in their learning, to have input and to share their thoughts and ideas.
- Teachers providing opportunities for students to use higher order thinking skills to creatively solve problems.
- Parents, students and the school community coming together for a Celebration of Learning at the conclusion of a Learning Journey.

Extra curricula activities

Students at Sandy Strait have been engaged in the following extra curricular activities:

Signing Choir- using AUSLAN

Music Showcase

Optiminds

International Schools Competitions in:

Maths

English

Spelling

Writing

Science.

Cross country events

Environmental Club

Instrumental Music- Strings, woodwind, brass and percussion.

Stage Band

String Ensemble

Band and Strings Workshops – Beginners, intermediate and advanced.

Recorder Ensemble

Sandy Strait State School Choir – Yrs 2-7

Senior Choir- Yrs 6 and 7

Boy's Choir.

Dance and Drama Club

Shakespeare on the Bay

Student Leadership- Student Leaders, House Captains

Student Representative Council

Sports Coaching Clinics

Sports with Friends for Special Needs Students.

AFL Challenge days

Golf Enrichment and challenge

Our school at a glance

Interschool sports in Yrs 4-7

School Athletics Carnivals – Junior and Senior.

Infants Sports Days with neighbouring schools.

Zone, Regional and State Carnivals

Save The Bilby Fundraising Activities

Winners of the Taronga Zoo name the Tasmanian Devil Competition

Swimming carnivals

Local Chaplaincy Committee

How computers are used to assist learning

Our effective use of information and communication technology (ICT) engages students in their learning and prepares them for a future with ever expanding technology applications and opportunities. Our vision is for students, staff and community to meaningfully, competently and efficiently use modern media to think, learn and communicate in the digital age.

We currently have 180 IBM computers across the school from Prep- Year 7. Computers are in every classroom and a computer lab consisting of 25 computers is also located in our Resource Centre.

Three Interactive White Boards are in use in the school for all classes to access. Students have access to banks of Digital Cameras and Video Cameras to develop skills in Digital Imaging.

Our ICT Plan and Strategy is for:

- The meaningful integration of ICT into all Learning Journeys and Key Learning Areas.
- The clear articulation of the ICT knowledges and skills that are taught in each year level;
- A program of professional development of staff targeted on their identified needs;
- Continued development of infrastructure to achieve a computer:student ratio of 1: 5 computers
- The use of internet and email to enhance communication with parents and the community
- Efficient policies to ensure effective maintenance and delivery of ICT support.

Social climate

Behaviour is managed in a supportive manner following clear, consistent consequences – for both misbehaviour and good behaviour. Teachers implement class rules and behaviour management based on an assertive discipline philosophy.

Sandy Strait is a “Kids Matter” school focusing on the social and emotional well being of our students.

Rewards for good behaviour include the ‘*You Can Do It*’ awards. Recognition is made each week on assembly of the children who have demonstrated any of the 5 Keys to Success- confidence, persistence, resilience, getting along and organisation.

Classroom teachers also recognise the Keys to Success with “You Can Do It” weekly certificates, which are also presented on assembly

Involving parents in their child’s education.

Sandy Strait State School welcomes parental involvement. Our philosophy is clearly parents / caregivers and teachers working together so that students achieve to their full potential.

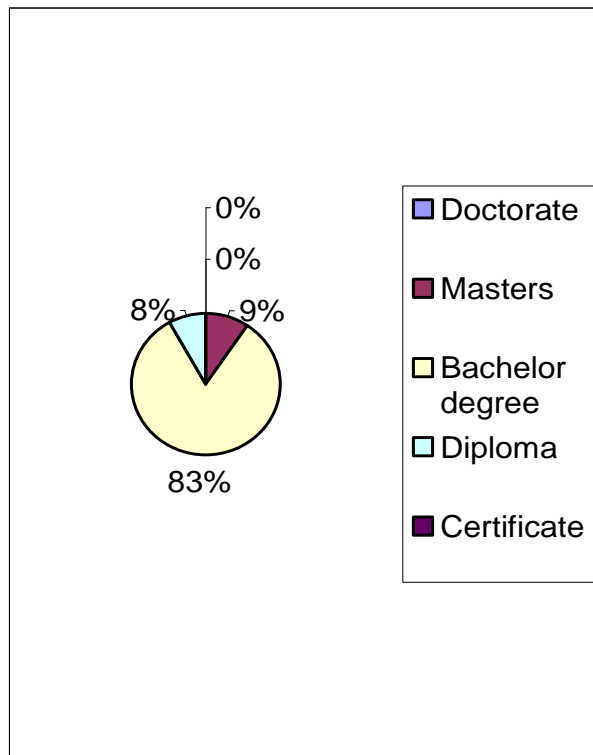
We have a tradition of parents volunteering in our school to assist class teachers and students. All parents / caregivers are welcome to provide class support. Participation on the Parents and Citizens Association, special purpose committees and working parties is also welcomed.

Each semester all classes celebrate their Learning through a “Learning Celebration”. Parents and members of the community are invited to attend various activities in which students share their new found knowledge and hard work with our school community.

Performance of our students

Qualifications of all teachers.

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	9.4
Bachelor degree	82.6
Diploma	8
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 were \$26 471.00. A large amount of Professional Development was also conducted at no cost to the school.

Staff were involved in the following professional development activities during 2008:

- Kids Matter- supporting the social and emotional well being of students and families.
- Program Achieve- You Can Do it.
- Early Phase of Learning Continuity Planning Prep – Year 3.
- Prep/ Year 1 Continuity Planning
- Developing a Middle School Philosophy Years 4-7.
- ICT Activities. Utilising the Learning Place, Projects Rooms, Blogs and Interactive Whiteboards.
- Whole School Curriculum Planning – Learning Journey's based on the Essential Learnings.
- Early Childhood Conference for all Junior School Teachers.
- ICT Scope and Sequence Planning
- Whole School English Scope and Sequence Planning.
- Functional Grammar Training
- ICT Pedagogical Licence and Certificate
- Digital Portfolios for Prep
- Blue Prints Project (developing authentic assessment tasks)
- “One School” student module
- “One School” reporting module
- Dealing with Difficult People
- Cultural Awareness. “It’s Everyone’s Business.”
- Primary Investigations for Science.
- QCAT Social Moderation

Performance of our students

- Origo Maths Conference
- Gifted and Talented Conference.
- Literacy training for all teacher aides and Teachers in Years 1-3
- First Steps in Maths

The involvement of the teaching staff in professional development activities during 2008 was 78%. 100% of staff were involved in professional development activities as indicated in the information above. A misinterpretation of the question relating to professional development on the "Staff School Opinion Survey", may explain the discrepancy in the figures.

Performance of our students

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 92 % of staff were retained by the school for the entire 2008 school year.

Student attendance

The average attendance rate as a percentage in 2008 was 92 %.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	360	456	529
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 90 %	86 %	96 %
Writing	Average score for the school	369	448	520
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 86 %	83 %	91 %
Spelling	Average score for the school	370	459	529
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 92 %	88 %	91 %
Grammar and Punctuation	Average score for the school	362	466	525
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 96 %	93 %	91 %
Numeracy	Average score for the school	363	452	533
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 90 %	92%	97%

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	80%
Writing	95%
Number	91%

Other Key Outcomes

Value added

Sandy Strait added value to our overall school outcomes as follows:

analysis of school data to identify students requiring intervention saw a provision of a range of strategies including:

Yr 2 Intervention in Literacy and Numeracy.

Yr 6 Intervention in Literacy and Numeracy

ITAS in school tuition

Case management of individual students

Phonemic awareness and language enrichment programs.

Early intervention in Literacy

Oral Language Program in the Junior School.

Implementation of Code of School Behaviour.

Emphasis on individual student mental health and well being through Kids Matter.

Case management for students at risk.

Parent, student and teacher satisfaction with the school

We believe that our strong focus on our values, beliefs and Kids Matter makes a positive difference to the lives of our students:

Parents have demonstrated their satisfaction as follows:

- 74.2% satisfaction that their child is getting a good education.
- 80.6% satisfaction that this is a good school

Students have demonstrated:

- 81.5% satisfaction that this is a good school.

Staff have demonstrated their satisfaction as follows:

- 81.8% satisfaction that they put a lot of energy into their work.