Principal's foreword

Introduction

Sandy Strait State School is committed to providing a primary school experience which focuses on engaging students in 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

This report provides a detailed overview of the outcomes of our operations in 2010.

School progress towards its goals in 2010

Literacy and Numeracy

- Data reference group was established with a specific focus on Literacy and Numeracy
- Progressive Assessment Tests (PAT Maths yr 3-7, I Can Do Maths yr 1-2 and PAT Reading yr 1-7) were implemented as a means of gathering school wide data on progress in these areas. Data was
then utilised to inform future curriculum decision making.

- Incremental targets were established for all year levels in Literacy and Numeracy.

- English Based Units of work were established in all Year Levels Prep to Year 7 with an intensive focus on Reading, Writing and Designing and Speaking and Listening.

- The teaching of reading and home reading were a central focus of our Prep Programs.

- Support Teachers Literacy and Numeracy (STLN’s) continued to cooperatively work with class teachers to create upward movement of our NAPLAN bandings.

- Numeracy Coach continued to work intensively with teachers to develop and enhance pedagogy and improve Numeracy results.

Curriculum, Teaching and Learning

- Establishment of Curriculum Reference Group comprising of teacher representatives from Prep through to Year 7, STLN, Teacher Librarian, Numeracy Coach, Head of Special Education, Principal and Deputy Principal. This group met regularly to share and review school wide curriculum programs, key assessment items and tasks to ensure consistency of practice and expectations across the school.

- Continued focus on consistent approaches to teacher-led curriculum implementation.

- All staff engaged in the use of student data at an individual level as well as a class level. Student learning outcomes were improved through evidence based strategies.

- Higher performing Maths students were extended through targeted activities Maths Olympiad classes and competitions, special projects and team events.

- Ongoing modification and review of Special Education Support programs occurred including the trial of a withdrawal/intervention class focusing on English and Maths support and modification to improve student outcomes.

- Focus on school wide assessment process with a school assessment plan implemented including systemic, standardised and school based assessment tasks from Prep – Year 7. Every student has a Student Assessment Folio which contains key assessment tasks, guide for making teacher judgements and tasks sheets from each of the Key Curriculum Areas. This Student Assessment Folio accompanies the end of semester report card and is shared with parents as part of the Parent Teacher Interview Process.

- Exemplars for authentic moderation were established to ensure rigor in the A-E reporting process.

- The implementation of digital pedagogies was a priority with interactive white boards progressively being installed in classrooms in which teachers have obtained a Pedagogical Licence.

- Refocus on the use of the Resource Centre as a hub of teaching, learning and technology throughout the school.

Closing the Gap

- Continuation of awareness raising with staff of Closing the Gap priorities and targets.

- Alignment of regional strategies for the monitoring of progress

- Thorough analysis of 2010 indigenous and nonindigenous data to establish areas of focus and celebration.

- Continued use of Closing the Gap funding to support students in class. Intervention aides working with identified students on a goal specific program on a regular basis.

- The introduction of EATSIPS through discussions and information sharing with staff.

School and Community Engagement

- Intensive refocus on school operations to reflect the team philosophy of “One School, One Team”
Our School at a Glance

- All relevant information and details were regularly, consistently and clearly communicated to all stakeholders.
- School facilities were reorganised to foster community access and promote engagement of parents and others.
- Community members and organisations were invited to participate in school events.

Future outlook

Literacy and Numeracy
Enhance Students literacy and numeracy achievement through targeted strategies:

- Explicit teaching and targeted intervention to progress students into the higher bands of NAPLAN.
- Explicit teaching and targeted intervention to progress lower banding students to National Minimum Standards in NAPLAN.
- STLNs, Numeracy Coach and Extension Project Teacher to work with class teachers and administration team to create upward movement of NAPLAN bands.
- Implement “I Can Do Maths” yrs 1 and 2, “PAT Maths” yrs 3-7, “PAT Reading” yrs 1-7 and “PAT Vocab” yrs 5-7 as local measure instrument in Feb and Oct to analyse data, set targets and measure “value added” across the school.
- Specific analysis of NAPLAN pre and post testing date to identify trends and areas of intensive focus.
- Whole school approach to the teaching of Reading Comprehension, Grammar and Spelling.
- Utilise the Numeracy coach to improve pedagogy and school wide results in Numeracy as part of the LNNP.
- The implementation of a 5 weekly data and target review cycle in which all teachers P-7 work with a member of the administration team focussing on improvement in Numeracy, Reading Comprehension and Writing.
- Share all data, proposed strategies and targets across the whole school community. Literacy and Numeracy is a set topic at all staff and sector meetings.
- Celebrate milestones of achievement and improvement.

Curriculum, Teaching and Learning, implementation of ACARA

- Maintain focus on engaging all staff in whole school Teaching and Learning agenda, including preparing for the National Curriculum.
- The continuation of the Curriculum Reference Group (year level leaders from P-7, Specialists, STLNS, HOSES, Teacher Librarian, Numeracy coach, Principal and Deputies) to develop whole school curriculum plans, approve units of work, key assessment focus and guides for making teacher judgements to ensure rigour and consistency of programs in all Key Learning Areas across the school.
- Auditing of whole school English and Maths programs to align with the National Curriculum.
- School wide focus on the teaching of Science through professional development of all staff.
Our School at a Glance

- Utilising the Science Spark teacher to deliver professional development, mentor teachers to improve teacher confidence in the teaching of Science.
- Restructuring of school wide Science Program utilising Primary Connections to ensure alignment to the National Curriculum.

Closing the Gap
- Continue to develop a culture of high expectations in Literacy and Numeracy, closing the gap between indigenous and non indigenous student performance.
- The development of intensive Literacy and Numeracy intervention programs for indigenous students identified in the lower banding levels of NAPLAN.
- Continue to utilise CTG funding to support students for in class support utilising an Indigenous Teacher Aide.
- Professional development for Teacher Aides in supporting Reading Comprehension to assist these students.
- Implementation of the EATSIP plan.
- All staff to continue to be made aware of expectations and timelines for Closing the Gap Outcomes.
- Indigenous teacher aide to continue to support indigenous families with strategies to improve student attendance.
- Continue to refer to Regional Strategies for monitoring progress.
- Re-establish links with the Indigenous Community to encourage parents to become more involved in school activities and programs.

School Performance
An Expert Teaching Team
- The continuation of the De-privatisation of Practice through the “Watching others Working”, Coaching and Mentoring Programs to engage teachers in improving pedagogy and sharing best practice.
- Feedback and review to be an integral component of the above programs.

Analysis and Discussion of Data.
- Through the implementation of a 5 weekly data and target setting review cycle with all teaching staff, all teachers should become competent and highly skilled in utilising data to inform program development.
- All staff will work from the common understanding that using data effectively involves collaborative enquiry- leaders and teachers engaging in professional conversations around data- informed learning.

Differentiated Classroom Learning.
- Introduction of a multi-tiered approach to supporting Students with Disabilities. This levelled approach to include a variety of support models depending on a child’s level of program adjustment
and need:
- High level intervention and program adjustment (intervention classes for targeted Literacy and Numeracy development).
- Small group withdrawal/class support for students with similar needs to streamline and intensify support.
- In class adjustment and support of high functioning students.
- Continual improvement of the EAP process.
- School wide focus on the identification of high achieving and gifted students.
- Continued development of extension programs to support high achieving and gifted students.

Positive Schools and Students
- The development of a school wide plan to recognise students for positive behaviour choices. The development of this plan to include input from teaching and non teaching staff, parents and children alike.
- The promotion of the positive behaviour program via school newsletters, school website, school assemblies and classroom displays and activities.
- The recognition of academic achievement through reward evenings to be conducted each Semester.
- The continual promotion of academic achievement and success at every opportunity.
- Ensure that Student Leaders have a high profile within our school.
Our School at a Glance

School Profile

Coeducational or single sex: Co-educational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>830</td>
<td>393</td>
<td>437</td>
<td>82%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The student population of Sandy Strait State School 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 approximately 9% of the population. A large number of students require Learning Support.

A Special Education Program is in place supporting students with a range of disabilities.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
<td>93% On or under target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>71% Under Target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21% On Target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7% Over Target</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26</td>
<td>100% On or under target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95% Under Target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5% On Target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0% Over Target</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td>25 97% On or under target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85% Under Target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12% On Target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3% Over Target</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>78</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>13</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our School at a Glance

Curriculum offerings

Our distinctive 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.

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

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.

We believe it is important to establish a learning community within each classroom and dedicate time for children to understand themselves as learners and for partnerships to be developed both within the classroom and between home and school.

What is the “Setting the Focus” Phase?

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

- an intensive focus on English and Maths
- children understanding how to learn, what their bodies need for learning to occur and to achieve success.
- A focus on the Health and Personal Development Strands of HPE.
- 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 English and Maths 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 Units of Work and focus for the semester ahead.
What is the “Sharpening the Focus” Phase?

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

- classes resetting the tone and scene for learning in the semester ahead.
- A focus on the Health and Personal Development Strands of HPE.
- 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 National Testing, or other identification processes.
- a celebration of NAIDOC week and indigenous culture.

What is a Learning Journey and a Science Investigation?

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 SOSE focus and may incorporate Technology and the Arts.

A “Science Investigation” is a unit of work spanning a term that focuses on one of the Science Strands - Biological, Chemical, Earth/ Space or Physical Science.

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 or Science Investigation.

The Teaching of English and Maths

We believe that English and Maths is the core business of all teachers and should be explicitly taught each and every day.

Our vision is that Sandy Strait State School prepares literate and numerate students for the challenges of learning and living in a rapidly changing society.

To ensure that our students develop the appropriate skills in these areas dedicated Literacy and Numeracy blocks are set aside each day.

Teacher aides and support staff work with students and teachers during these times to ensure that students
are supported in their learning and have every opportunity to experience success.

<table>
<thead>
<tr>
<th>Extra curricula activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at Sandy Strait have been engaged in the following extra curricular activities:</td>
</tr>
<tr>
<td>- Signing Choir - using AUSLAN</td>
</tr>
<tr>
<td>- Music Showcase</td>
</tr>
<tr>
<td>- Maths Olympiad</td>
</tr>
<tr>
<td>- Maryborough Technology Challenge</td>
</tr>
<tr>
<td>- Maths Team Challenge</td>
</tr>
<tr>
<td>- Cross country events</td>
</tr>
<tr>
<td>- Environmental Club</td>
</tr>
<tr>
<td>- Instrumental Music - Strings, woodwind, brass and percussion.</td>
</tr>
<tr>
<td>- School musical</td>
</tr>
<tr>
<td>- Stage Band</td>
</tr>
<tr>
<td>- String Ensemble</td>
</tr>
<tr>
<td>- Band and Strings Workshops – Beginners, intermediate and advanced.</td>
</tr>
<tr>
<td>- Recorder Ensemble</td>
</tr>
<tr>
<td>- Sandy Strait State School Choir – Yrs 2-7</td>
</tr>
<tr>
<td>- Senior Choir - Yrs 6 and 7</td>
</tr>
<tr>
<td>- Student Leadership - Student Leaders, House Captains</td>
</tr>
<tr>
<td>- Student Representative Council</td>
</tr>
<tr>
<td>- Sports Coaching Clinics</td>
</tr>
<tr>
<td>- Sports with Friends for Special Needs Students.</td>
</tr>
<tr>
<td>- AFL Challenge days</td>
</tr>
<tr>
<td>- Golf Enrichment and challenge</td>
</tr>
<tr>
<td>- Interschool sports in Yrs 4-7</td>
</tr>
<tr>
<td>- School Athletics Carnivals – Junior and Senior.</td>
</tr>
<tr>
<td>- Infants Sports Days with neighbouring schools.</td>
</tr>
<tr>
<td>- Zone, Regional and State Carnivals</td>
</tr>
<tr>
<td>- Swimming carnivals</td>
</tr>
<tr>
<td>- Local Chaplaincy Committee</td>
</tr>
</tbody>
</table>

International Schools Competitions in:

- English
- Spelling
How Information and Communication Technologies 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 30 computers and a mobile bank of 10 laptops are located in our Resource Centre. An “E- Learning Room” with an additional 15 computers and an interactive whiteboard is available for all classes to access.

Interactive White Boards are in use in the school for all classes to access. Interactive whiteboards are progressively being rolled out into year levels across the school as funding allows.

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 ICT knowledge 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 E Learning Plan Goals
- 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.

Our School implements an anti-bullying program which also encompasses cyber bullying.

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.

A Pastoral Care Program operates in our school with the support of our Local School Chaplain. Support is offered to individuals and groups of students through an active Local Chaplaincy Committee predominantly run by student representatives.
Our School at a Glance

Parent, student and teacher satisfaction with the school

In 2010 82% of students and their parents/caregivers were satisfied with the school. 60% of the total staff were satisfied with their access to Professional Development. Further analysis of this data indicates that this is an area of priority for non-teaching staff in 2011. There has been a significant improvement in staff satisfaction with morale with an increase of nearly 20% from 2008 to 2010.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>59%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>78%</td>
</tr>
</tbody>
</table>

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. (ONE SCHOOL ONE TEAM)

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.

Parents are welcome on our weekly assemblies and at our academic award celebrations as we celebrate the achievements and efforts of our student body.

Reducing the school's environmental footprint

At Sandy Strait we have number of water storage tanks which are utilised to irrigate our fields and gardens. Children are encouraged to recycle food scraps by our environmental club to utilise in worm farms or as compost for vegetable gardens and flower displays.

All staff are encouraged to reduce their environmental footprint by minimising the use of paper photocopies and by switching off fans and lights when they are not present in classrooms.

We promote respecting our environment and school grounds through the presentation of a "Golden Gnome" award on assembly rewarding year levels for collecting rubbish and keeping their blocks and classrooms free of rubbish and waste.
## Our School at a Glance

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity KWh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$62,818</td>
<td>$27,905</td>
<td>$23,297</td>
<td>$7,768</td>
<td>$3,718</td>
<td>$0</td>
<td>$130</td>
<td>146,101</td>
<td>2,673</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$58,983</td>
<td>$26,672</td>
<td>$0</td>
<td>$0</td>
<td>$3,512</td>
<td>$0</td>
<td>$28,799</td>
<td>159,833</td>
<td>3,575</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>7%</td>
<td>5%</td>
<td>N/A</td>
<td>N/A</td>
<td>6%</td>
<td>N/A</td>
<td>-100%</td>
<td>-9%</td>
<td>-25%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>54</td>
<td>30</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>51</td>
<td>18</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

## Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>44</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

- Doctorate
- Masters
- Bachelor degree
- Diploma
### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $19,937.00.  

The major professional development initiatives are as follows:

- First Steps in Maths
- English Based Units of Work.
- Front end assessment and planning for quality assessment.
- Supporting Oral Language in the Early Years.
- Curriculum in Focus – School Wide Assessment Agenda
- P-3 Indicators and Year 1 Check point trial inservice with the QSA.
- Data Analysis
- Digital Pedagogy Licence Professional Development and Support
- Watching Others Working
- Numeracy Coaching.
- Preparing for Primary Connections in Science
- Effective Moderation
- Autism workshops
- Maths Conference

The involvement of the teaching staff in professional development activities during 2010 was 100%.

The discrepancy between the school opinion survey data and staff satisfaction with access to PD has been identified as an area of focus targeting nonteaching staff in 2011.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 94% of staff were retained by the school for the entire 2010 school year.
Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>89%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

At Sandy Strait we utilise a software package "ID Attend" to record and track student attendance data. When students are absent for a period of 3 days without explanation a letter is generated and forwarded to parents requesting they contact the school to provide information about their child’s attendance. Phone contact is also made as a follow up to these letters.

In circumstances when there is prolonged, unexplained absence a formal letter is issued to parents advising them of their legal responsibility, with the attached absenteeism data. Parents are invited to attend a meeting to discuss ways in which the school and family can work together to improve attendance.

Support agencies including the Department of Communities are also involved as part of DET policies and procedures.
Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/)

To access our NAPLAN results, click on the MySchool 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

SEARCH

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.
Performance of our students

Achievement – Closing the Gap

The target set for indigenous students was “to halve the gap in Year 3 reading and numeracy by 2012.”

In 2010 NAPLAN the Yr 3 Indigenous Student school mean is greater that the Non-Indigenous school mean. 2008-2010 comparison of School & National Mean % Improvement for Indigenous Students in Yr 3 Reading was 8.5% school compared to 2.4% nation, in Year 3 Writing 27.8% school compared to 1.2% nation.

In 2010 attendance records indicate that our indigenous student’s attendance rate was above the attendance rate of nonindigenous students.