**Principal’s foreword**

**Introduction**

Welcome to the School Annual Report for Sandy Strait State School. Every day our students ‘leap into learning’ by engaging in exciting curriculum activities to meet individual learning needs. Our staff are committed to delivering a consistent and enriching program that develops student’s skills, knowledge and talents so that they may achieve their ambitions, realise their goals and unique qualities as individuals.

In 2011 Sandy Strait embarked on an innovative school wide improvement agenda entitled “Leap into Learning”. The purpose of which was to unite our school community with the understanding that every member of our school community has an important and distinctive role to play in whole school improvement. Across our school, in classrooms, on assemblies and in newsletters we encourage our school community to make leaps in their learning every day. We achieved this by establishing a school culture that focuses on feedback, promotes sharing and collaboration and emphasises learning. By breaking down classroom walls, sharing best practice and igniting a culture of life-long learning our staff placed teaching and learning at the forefront of school business. There is a genuine belief that every child can make leaps forward every day. This belief is shared by both staff and students alike.

On the 18th October 2013 Sandy Strait State School was awarded the State Showcase Award for Excellence in Educational Leadership at the State Gala Dinner. The State Showcase Awards are the highest accolade that Education Queensland can give to its schools.

The intention of this report is to provide parents, staff, students and the community with a comprehensive but concise picture of our school and the progress we have made towards achieving our goals throughout the 2013 school year.

**School progress towards its goals in 2013**

**Priority 1 – School and Community Partnerships**

- Surveys and data gathering occurred exploring various alternatives for strengthening parent teacher partnerships to ensure all parents continued to be actively involved in their child’s learning
- Teachers utilised ICT (email, class Ed-studios and virtual classrooms) as an alternative means for involving parents in their child’s education.
- Intensive focus on “Student Attendance and Every Day Counts” was implemented
  - Targets displayed and promoted for attendance
  - Student rewards for 100% attendance
  - Constant monitoring and following up regarding patterns of non attendance, unacceptable absenteeism all of which impact on student achievement.
  - This agenda continually promoted and revisited on school assemblies, office, foyer and classroom displays, school newsletter and on our school website.
The embedding of the school wide program “RIBBET”, to recognise student’s positive behaviour choices.

The continued recognition and celebration of academic achievement through academic award ceremonies conducted each Semester.

Collaboration with Bay State Schools occurred via community forums for both staff and parents in preparation for the transition of Year 7 to Secondary School in 2015.

Priority 2 - School Curriculum.

- Maintained the focus on engaging all staff in the whole school Teaching and Learning Agenda.
- Constant review and “front end planning process” for English, Maths, Science and History C2C units to identify the salient features, align assessment across the year level and ensure we remained focussed on the curriculum intent and National Standards.
- The implementation of a Whole School Framework for the Teaching of Reading occurred with very clear expectations about how reading is taught and assessed across the school, ensuring consistency of practice.
- Ongoing professional development in the teaching of reading, history and differentiation.

Priority 3 - Teaching Practice

- Implementation of the ASOT pedagogical framework school wide with a focus on:
  - Design Question 1 and 6 in Semester 1
- Ongoing professional development, sharing of best practice, coaching, mentoring and formal observations to embed the ASOT framework school wide

Teaching and Learning Audit Priorities

- An Expert Teaching Team.
  - The continued implementation of ASOT framework by embedding formal observation, walkthroughs and evaluation of teaching practice, modelling and feedback by peers and school leaders
- Differentiated Classroom Learning.
  - The continued implementation of differentiation practices so that they are a feature of every teacher’s classroom practices characterised by clear planning and documentation.
- Explicit Improvement Agenda

The sharpening of the “Leap into Learning” explicit improvement agenda to “narrow in” on specific improvements in student performance in the area of reading, including clear targets and accompanied timelines.

Priority 4 - Principal Leadership and School Capability.

- The continued implementation of the Developing Performance Framework for all staff
- Teaching staff reviewed their previous Performance Plan aligning it with our 2014 priorities
- The continued support of non teaching staff to develop and understand the Developing Performance Framework.
- Embedding the Sandy Strait Professional Learning community through:
  - Teachers leading Teachers through activities such as ICT@afternoon tea workshops
  - Ongoing PD / Sharing Sessions/ Twilight PD with teachers and teacher aides sharing best practice
  - Online learning, Learning Place and IConnect to support professional development that is flexible and can be accessed after hours.
  - Teacher Aide Professional Learning Team involved 4 weekly PD for our teacher aides focussing on school priorities, teacher aide ICT afternoons etc.
  - Leadership team including Principal, Deputies and Hoses participated in QASSP Leadership Fortnightly Webinar series throughout 2013 developing leadership capabilities and building sustainable teams.
Future outlook

Priority 1 – Successful Learners.

ACARA Priorities

- Continue to embed the National Curriculum in English, Mathematics, Science and History (National Curriculum) using the C2C resource ensuring alignment with community expectations, providing PD and support materials for staff.
- Trial Geography using C2C materials
- Constant review and “front end planning process” of all C2C units to identify the salient features, align assessment across the year level and ensure we remain focussed on the curriculum intent and National Standards

Literacy Priority

Continue to implement a school wide approach to the Teaching of Reading.

- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
- Continue the use of a variety of teaching processes and resources to support the development of the literacy skill of inference eg:
  Cars and Stars; QAR, Sheena Cameron Comprehension Strategies
- Embed comprehension strategies into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback

Develop and implement a school wide approach to the Teaching of Spelling

- Dedicated teaching time each day
- Targeted year level spelling strategies
- Targeted intervention to support students with phonological awareness, spelling strategies

Develop a balanced writing program

Develop a shared understanding and pedagogical practice of the 4 writing procedures:
- Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing

Numeracy Priority

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M
- Practice and deepen number facts
- Introduce “Back to Front” Maths to deepen children’s thinking and problem solving strategies.

Upper 2 Bands Priority

- Broaden and consolidate school wide extension/enrichment programs, identification processes, collaborative planning with a focus on increasing the number of students in the Upper 2 Bandings of NAPLAN.
- Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep)
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, UNSW testing, Aspiring Authors, Maths Team Challenges, Mini Minds Alive)
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

School Wide Support Program

- Implement targeted teaching approaches in the middle school to enhance data outcomes in Reading, Spelling, Writing and Numeracy.
- Continue to implement an Early Intervention Strategy with a focus on early identification/collaborative planning in the areas of oral language and early literacy.
- Implement a broadened Student Support Program “LEAP - Learning, Enrichment and Adjustment Program” with additional focus on differentiation/targeted teaching for:
  - Students with Disabilities
  - Students not meeting year level expectation in Literacy and Numeracy
  - Students not meeting the narrow criteria for verification under AIMS
  - Students identified for extension and enrichment

Moderation

- Continue to build moderation processes across the school growing exemplar banks to be shared with students and parents aligned to C2C
- Develop opportunity for inter and intra moderation processes ensuring sound assessment practice
BPN Priority
- Engage in quality professional development and professional sharing via BPNs. Foster participation of whole of leadership team in improvement via discussions and participation. (Ensure whole of school leadership team involvement in professional learning activities relating to improvement priorities)

NAPLAN Strategy
- Complete a thorough interrogation of NAPLAN data - 2012 / 2013 in preparation for 2014 NAPLAN
- Implement a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B

Priority 2 – Great People
- Teaching staff Performance Plans align with AITSL: National Professional Standards for Teachers
- Consultation and feedback structures are in place and occur in a timely manner (Once a term)
- Continue to implement the Developing Performance Framework for all staff
- Teaching staff to review their previous Performance Plan aligning it with our 2014 priorities
- Continue to support non teaching staff to develop and understand the Developing Performance Framework.
- Continue to embed the Sandy Strait Professional Learning community through:
  - Ongoing PD / Sharing Sessions/ Twilight PD with teachers and teacher aides sharing best practice
  - Online learning, Learning Place and IConnect to support professional development that is flexible and can be accessed after hours.
  - Teacher Aide Professional Learning Team involving regular PD for our teacher aides focussing on school priorities, teacher aide ICT etc.

Priority 3 – Empowerment
ASOT
- Continue to develop and implement the Art and Science of Teaching school wide pedagogical model.
- Continue to strengthen the school wide model of teacher observation and feedback through the Marzano IObservation Framework
- Continue Leap Into Learning school wide approach to improvement, including 5 weekly target meetings with teachers focused on the achievement of every child through targeted / responsive teaching, data analysis and reflection
- Continue to deepen staff knowledge of Design Question 1 and 6 and commence the implementation of Design Question 2 and 3.
- Actively engage the ASOT Instructional Leader to further and deepen understanding of staff around the framework
- Engage in your Best Practice Network using ASOT as a reflective framework
- Establish (continue to refine / build effectiveness) of BPN to embed key learnings
- Revisit the Essential Skills of Classroom Management, train profilers to observe and develop teaching practice.

Priority 4 – Engaged Partners.

Flying Start initiative
- Liaise with feeder Secondary Schools
- Implement protocols around leadership arrangements re 2014 (School Captains, House Captains, Camps and Graduation ceremonies)
- Develop a communication strategy with community regarding relevant changes
- Continue the development of strategies concerning staffing and resource allocations

Continue to build effective communication with parents through:
- School website, fortnightly newsletters, Facebook to keep parents informed of school events and achievements.
- Introduce SMS messaging to parents including absenteeism, reminders from teachers, positive behaviour/ achievement messages
- Strengthen email communication between classroom teachers/ parents focussing on classroom happenings, student progress etc.
- Improve feedback to parents from support/ extra-curricular teachers including instrumental music and support/ extension staff.
- Provide parent teacher interview opportunities which are inclusive of both working and non-working parents.

Strengthening Stakeholder Confidence in the School’s Performance and Achievements.
- Continue to implement Pre Prep and engage early education providers to build parent awareness of the importance of Prep and State Schooling.
- Conduct community events, sharing sessions, Dad’s Days and approach local businesses for sponsorship to involve the community in the life of the school.
- Investigate the establishment of a Parent Café near the tuckshop of a morning/ afternoon and a suggestion box in the office to encourage
parent involvement in the school.

- Arrange PD Session for parents in priority areas
- Continue to build a strong sense of school pride (behaviour, uniforms, school environment, sportsmanship, commitment to learning and achievement)

Priority 5 – High Standards.

Teaching and Learning Audit Priorities

- An Expert Teaching Team.
  - Supporting the implementation of ASOT framework by embedding formal observation, walkthroughs and evaluation of teaching practice, modelling and feedback by peers and school leaders
- Differentiated Classroom Learning.
  - Continue to implement differentiation practices so that they are a feature of every teacher’s classroom practices characterised by clear planning and documentation.
- Explicit Improvement Agenda
  - Sharpen the “Leap into Learning” explicit improvement agenda to “narrow in” on specific improvements in student performance in the area of reading, including clear targets and accompanied timelines.

School Wide Positive Behaviour.

- Reinvigorate Social/ Emotional Learning Program through whole school PD and restructuring of the school wide teaching program
- Ongoing PD focussing on strengthening staff understanding of various behaviour management strategies and associated research
- Incorporate aspects of SWPB in regards to developing a whole school reflection and commitment to positive rewards for achievement and behaviour (classroom, playground and whole school recognition)
- Continue with positive recognition of student academic achievement, attendance and behaviour through dedicated ceremonies and assemblies.
- Continue the implementation of the RIBBIT rewards program for behaviour.
- Improve the tracking system for playground behaviour and positive recognition.
- Introduce Reflection Sheets for Level 4 and 5 children
- Investigate various rewards/ incentives for Reward Days
Our school at a glance

School Profile

Sandy Strait State School is a vibrant and caring educational institution committed to providing a supportive and challenging learning environment that maximises achievements for all students.

Our students are encouraged by their enthusiastic and committed parents, by our experienced, cohesive and dedicated staff and by their peers and student leaders who contribute significantly to maintaining a pleasant, friendly and rewarding learning environment.

We are fortunate to have sprawling school grounds and play areas over 6.4 hectares providing separate junior school and senior school learning and playground environments.

At Sandy Strait State School parents, staff and students are valued. We promote the genuine involvement of parents, caregivers and volunteers in the learning process and take pride in celebrating our achievements.

Together we strive to:

- Provide an attractive and well-resourced environment;
- Communicate high expectations for student and staff achievements;
- Develop curriculum programs that reflect School and Education Queensland priorities;
- Provide access to a large range of information communication technologies;
- Provide a range of extra-curricular activities to enhance student engagement;
- Recognise and support the individual talents and needs of all students;
- Support our students through social emotional development programs;
- Report regularly and comprehensively on student progress, and;
- Deliver the leadership required to ensure that Sandy Strait State School maintains its place and reputation as a great school.

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>812</td>
<td>384</td>
<td>428</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>781</td>
<td>379</td>
<td>402</td>
<td>90%</td>
</tr>
<tr>
<td>2013</td>
<td>732</td>
<td>365</td>
<td>367</td>
<td>88%</td>
</tr>
</tbody>
</table>

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

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 majority 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 10% of the population. A large number of students require additional support through our Literacy/ Numeracy Support Team.

A Special Education Program is in place supporting students with a range of disabilities.
Our school at a glance

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>26</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>45</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum

Sandy Strait offers schooling from Prep to Year 7.

Curriculum Offerings

Our vision and school wide pedagogical principles are embedded in the curriculum offered to our students. Teaching and learning at Sandy Strait State School incorporates

- English (a minimum of seven hours instruction per week, with an expected ten hours in prep to year five)
- Mathematics (a minimum of five hours instruction per week)
- Science (a minimum of one hour instruction per week in prep to year 2, 1.75 hours in years 3,4,5 and 6, and 2.5 hours a week in year 7)
- History (a minimum of half an hour in prep to year 2, 1 hour in years 3 to 6 and 1.25 hours in year 7)

These subjects are treated as discrete, focused key learning areas and are taught according to the Australian National Curriculum using the Queensland Curriculum into the Classroom (C2C) materials as a base.

We support these areas with an integrated approach to other subject areas. Integrated units of work driven by the key learning area of Studies of Society and the Environment and Pre-Geography, and supported by the remaining subjects of the Arts and Technology are a feature of every classroom program of instruction at Sandy Strait.

Specialist lessons are taught by specialist staff in Music, Mandarin Chinese LOTE (year six and seven only) and Health and Physical Education.
Our school at a glance

Support is offered to students and staff through:

- Support and intervention through our Support Teachers for Literacy and Numeracy (in consultation with the leadership team, class teachers and the Literacy Numeracy Support Team)
- Specialist intervention programs are on offer in Literacy and Numeracy
- Academic talent and extension programs through our Extension Teacher.
- Teacher Aides who work extensively throughout the school supporting Literacy and Numeracy development
- Multi-tiered approach to support students with diagnosed disabilities including specialised support classes with a teacher and dedicated teacher aide supporting students to access the curriculum, in class individual and small group support depending on the student’s disability and individual support needs.
- Advisory Visiting Teachers provide support upon request for areas such as Speech Language Pathology, Hearing Impairment, Visual Impairment etc.
- School Guidance Officer, Chaplain and other community organisations on referral

Extra curricula activities

Students at Sandy Strait have been engaged in the following extra-curricular activities in 2013:

- Bi Annual School Musical “Little Stars”
- Music Showcase
- Maths Olympiad
- Maths Team Challenge
- Cross country events
- Environmental Club- “Young Greenies”
- 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
- 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
- Interschool sports in Yrs 4-7
- School Athletics Carnivals – Junior and Senior.
- Infants Sports Days with neighbouring schools.
- Zone, Regional and State Carnivals
- Swimming carnivals
- Local Chaplaincy Committee
- Aspiring Authors and Artists
- Tech and Science Club
- Dot Com Kids

International Schools Competitions in:

- English
- Spelling
- Writing
- Science
- Maths
Our school at a glance

How Information and Communication Technologies are used to assist learning

Sandy Strait State School is committed to delivering quality and contemporary 21st Century teaching and learning programs that enable creativity and innovation in the classroom.

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.

Sandy Strait State School is committed to providing students with elearning opportunities to collaborate, create, connect and communicate. As a staff, every member of the team is committed to our elearning vision toward improving student outcomes and transforming teaching and learning through ICT.

Our vision promotes tailored professional development programs and the building of a Professional Learning Community in which teachers and support staff share pedagogy and reflect on innovative practices. Information and communication Technology is the vessel and focus for this professional growth.

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.

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.

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.

The RIBBET Positive Behaviour rewards program recognises 5 levels of behaviour. Children achieving Level 1 and 2 behaviour levels are recognised at a special assembly each term and participate in special reward activity sessions conducted each term.

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 Opinion Survey data in 2013 indicates that the above mentioned support programs continue to have had a positive impact on our student and parent satisfaction results.

Parent, student and staff satisfaction with the school

Our school wide focus on teaching and learning and building a positive and professional learning community throughout 2013 has continued to have a very positive impact on our school opinion survey data from Parents, Staff and Students alike. There continues to be a marked and significant improvement in satisfaction across all domains.
Our school at a glance

**Performance measure** *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school <em>(S2016)</em></td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>this is a good school <em>(S2035)</em></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school* <em>(S2001)</em></td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school* <em>(S2002)</em></td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* <em>(S2003)</em></td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>their child is making good progress at this school* <em>(S2004)</em></td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* <em>(S2005)</em></td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* <em>(S2006)</em></td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* <em>(S2007)</em></td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* <em>(S2008)</em></td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* <em>(S2009)</em></td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* <em>(S2010)</em></td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* <em>(S2011)</em></td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* <em>(S2012)</em></td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>this school looks for ways to improve* <em>(S2013)</em></td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>this school is well maintained* <em>(S2014)</em></td>
<td>100%</td>
<td>96%</td>
</tr>
</tbody>
</table>

**Performance measure** *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school <em>(S2048)</em></td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>they like being at their school* <em>(S2036)</em></td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>they feel safe at their school* <em>(S2037)</em></td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* <em>(S2038)</em></td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* <em>(S2039)</em></td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* <em>(S2040)</em></td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* <em>(S2041)</em></td>
<td>93%</td>
<td>98%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* <em>(S2042)</em></td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* <em>(S2043)</em></td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* <em>(S2044)</em></td>
<td>89%</td>
<td>95%</td>
</tr>
<tr>
<td>their school looks for ways to improve* <em>(S2045)</em></td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained* <em>(S2046)</em></td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* <em>(S2047)</em></td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of school staff who agree that:</td>
<td></td>
</tr>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>91%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>92%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>86%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>95%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>92%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>89%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>82%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>78%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>97%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>84%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>84%</td>
</tr>
</tbody>
</table>

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.
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 via the Parents and Citizens Association, special purpose committees and working parties is also welcomed. (ONE SCHOOL ONE TEAM)

Parents are often invited to participate and share various learning and classroom celebrations at the conclusion of units of work. 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 fortnightly assemblies and at our academic award celebrations as we celebrate the achievements and efforts of our student body.

In 2013 we introduced a school Facebook page with a focus on “bringing the classroom to the parents” for parents who are unable to participate in the day to day activities that occur in classrooms across the school. Regular posts with photos were created focussing on the various learning and engagement activities that occur.

Parents have embraced this form of social media and it has proven to be a highly effective way of involving parents and our wider community in our school.

Reducing the school’s environmental footprint

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

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 in our school community garden.

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.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity kWh</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>2011-2012</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
</tbody>
</table>

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2013 Workforce Composition</th>
<th>Teaching Staff *</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>50</td>
<td>28</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>48</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 Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>41</td>
</tr>
<tr>
<td>Graduate Diploma etc.</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

* Teaching Staff includes School Leaders
** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $25,289.00. The major professional development initiatives are as follows:

A great deal of the Professional Development that occurred throughout 2013 was cost neutral through teachers leading teachers in best practice afternoon workshops and by scheduling professional development outside of school hours to minimise costs and impact on school programs. All such professional development programs were very well supported by staff with both teaching and non-teaching staff requesting that we continue this process throughout 2014.

The major professional development initiatives are as follows:

- The Teaching of English and the National Curriculum
Our staff profile

- Whole School Reading Framework
- Developing Reading Comprehension Skills
- Revisiting Guided Reading and Reciprocal Reading
- Reviewing and Moderating English/ Maths units of work.
- Workplace Health and Safety
- Code of Conduct
- Supporting students with Academic Talent
- C2C Spelling
- Twilight PD Teachers Leading Teachers (Sharing Ideas to Inspire Practice, Engaging Learners, I pads in Engage Learning)
- Developing and reflecting on units of work in Year Level Teams
- National Curriculum in Maths
- National Curriculum in History
- Whole School Improvement Vision- ‘Leap into Learning’
- Q.A.R – reading comprehension
- Improving the operation of 5 weekly units- C2C and a National Curriculum
- Catering for Diversity- A multi-tiered approach to teaching Students with Disabilities
- National Consistent Collection of Data for Students with Disabilities.
- Marzano and the Art and Science of Teaching (5 days training for school leaders)
- Marzano and the Art and Science of Teaching- Unpacking Design Question 1 and 6 (series of workshop for staff)
- QSSAP Leadership Series Webinars- fortnightly webinars for school leaders and aspirant staff.
- ASOT Professional development for Leaders
- Implementing the History Curriculum
- 5 weekly target meeting focussing on data
- Regular and ongoing feedback and lesson observations with the leadership team.

Teacher Aides Professional Development Sessions each fortnight focussing on the following areas:

- Q.A.R- reading comprehension
- Supporting students with grammar and punctuation
- Guided Reading and Reciprocal Reading
- Sharing Maths Strategies that work
- Whole School Vision- “Leap into Learning’
- Supporting children with Vocabulary Development
- The language of Maths
- Utilising Data bases for recording student achievement data
- ICT@Afternoon (various workshop on digital learning and technology)
- Certificate of Digital Practice workshops (series of workshops and support for teacher aides working towards their Certificate of Digital Practice)

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.
Our staff profile

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2013 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/](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

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

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage). The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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

<table>
<thead>
<tr>
<th>Year</th>
<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>2011</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>91%</td>
<td>90%</td>
<td>92%</td>
<td>91%</td>
<td>89%</td>
<td>92%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>89%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>20</td>
<td>14</td>
<td>31</td>
<td>35</td>
</tr>
<tr>
<td>2012</td>
<td>17</td>
<td>16</td>
<td>30</td>
<td>37</td>
</tr>
<tr>
<td>2011</td>
<td>18</td>
<td>15</td>
<td>33</td>
<td>34</td>
</tr>
</tbody>
</table>

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school
Performance of our students

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.

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/](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](image)

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 target set for Indigenous students was to “halve the gap in Year 3 Reading and Numeracy by 2013” and to ‘Close the Gap in student attendance’.

In 2013 the NAPLAN Year 3 school gap in the indigenous and non indigenous mean was significantly less than that of the nation and like schools.

As part of our Closing the Gap Plan entitled “Wallara Kids” we employed a teacher to work alongside our indigenous teacher aide. The focus of the plan was to identify students with attendance issues, contact home and monitor, issue certificates of
Performance of our students

attendance and reward students for achieving attendance target or for perfect attendance.

Indigenous students were also enrolled in an online Mathematics program “Mathletics” and worked with teachers and teacher aides to boost their knowledge and recall of basic facts.

Intensive reading support was also provided through a Reading Recovery model with a teacher.

In 2013 attendance rates indicated that our indigenous student’s attendance rate was on a par with the attendance of non-indigenous students.