

# Sandy Strait State School

## Queensland State School Reporting

### 2015 School Annual Report



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## 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, in newsletters and via our school Facebook page 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.

In 2013, Sandy Strait State School was awarded the State Showcase Award for Excellence in Educational Leadership. 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 2015 school year.

### School progress towards its goals in 2015

SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015
<p><b>Know your Learners</b></p> <p><b>Meet your learners' needs</b></p>	<p><b>Analyse Student Data</b></p> <ul style="list-style-type: none"> <li>Implemented and engaged in regular data review cycles via 5 weekly "Leap into Learning Target Meetings" with all teachers to inform improvement, guide teaching and prompt early intervention.</li> <li>Further developed teacher expertise in data analysis to inform effective teaching and learning.</li> </ul> <p><b>Improve Student Attendance</b></p> <ul style="list-style-type: none"> <li>Analysed trends in student attendance and implement strategies to increase student attendance to 92.2% in primary years.</li> </ul> <p><b>Cater for Student Needs</b></p> <ul style="list-style-type: none"> <li>Implemented strategies to cater for students' academic, social and emotional needs</li> </ul> <p><b>Upper 2 Bands Priority</b></p>



SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015
	<p><b><u>BPN Priority</u></b></p> <ul style="list-style-type: none"> <li>Engaged 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)</li> </ul> <p><b><u>Developing Performance Framework</u></b></p> <ul style="list-style-type: none"> <li>Embedded the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.</li> <li>Teaching staff Performance Plans aligned with AITSL: Australian Professional Standards for Teachers</li> <li>Consultation and feedback structures in place and occurred in a timely manner (Once a term)</li> <li>Used peer observations, learning rounds, feedback, differentiated coaching and learning communities to improve teaching practices.</li> <li>Implemented processes to monitor staff and personal wellbeing</li> </ul>
<p><i>Lead Teaching and Learning</i></p> <p><i>Develop self and others</i></p> <p><i>Lead improvement, innovation and change</i></p>	<p><b><u>Learning Communities</u></b></p> <ul style="list-style-type: none"> <li>Principal Performance Development Plan in place with ARD with clearly identified leadership focus.</li> <li>Led and modelled learning to develop a shared belief that all students can learn and all teachers can teach. (Refer to our 2015 School Vision for Teaching Learning and Professional Growth.)</li> <li>Developed localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.</li> <li>Enabled teachers to engage in effective coaching opportunities to improve teaching practices.</li> <li>Developed capacity amongst potential future leaders and provide opportunities for aspirants as they arise.</li> </ul>
<p><i>Know your data</i></p> <p><i>Know your strategies</i></p>	<p><b><u>Explicit Improvement Agenda</u></b></p> <ul style="list-style-type: none"> <li>Analysed whole school trends to develop an explicit improvement agenda</li> <li>Articulated a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.</li> </ul> <p><b><u>Curriculum Teaching and Learning/ Discipline Audit</u></b></p> <ul style="list-style-type: none"> <li>Implemented recommendations from latest audit report.</li> </ul> <p><b><u>Internal Audit</u></b></p> <ul style="list-style-type: none"> <li>Implemented strategies to fulfil internal audit requirements and recommendations</li> </ul> <p><b><u>Opinion Survey Priorities</u></b></p> <ul style="list-style-type: none"> <li>Used the opinion survey data to respond to concerns in order to ensure better outcomes for students.</li> </ul>
<p><i>Maintain alignment</i></p> <p><i>Develop consistency</i></p> <p><i>Scale up success</i></p>	<p><b><u>Alignment and Consistency</u></b></p> <ul style="list-style-type: none"> <li>Continued to develop opportunities to work with regional support staff and services.</li> <li>Developed opportunities for schools to work together to share knowledge and resources.</li> <li>Implemented the recommendations from the School Improvement Unit as required.</li> </ul> <p><b><u>Flying Start initiative</u></b></p> <ul style="list-style-type: none"> <li>Developed mutually satisfying partnerships with Secondary Schools</li> <li>Maintained opportunities to ensure the Junior secondary initiative is successful.</li> <li>Developed a range of locally pertinent communication strategies that enable the sharing of information.</li> <li>Continued the fostering of strategies concerning staffing and resource allocations</li> </ul>
<p><i>Embrace autonomy</i></p> <p><i>Create partnerships</i></p>	<p><b><u>Partnerships</u></b></p> <ul style="list-style-type: none"> <li>Continued to work with regional support services to support and sustain school improvement</li> <li>Developed partnerships within and beyond the school that support student learning.</li> <li>Embraced opportunities to collaborate with local communities.</li> <li>Explored opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centers.</li> </ul> <p><b><u>Parent and Community Engagement Strategy</u></b></p> <ul style="list-style-type: none"> <li>Promoted parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement</li> <li>Used multiple communication channels to communicate with parents eg email, SMS, school Facebook page, telephone, web portal and letter</li> <li>Provided programs and opportunities for parents to build their capacity to support their child's learning</li> <li>Actively sought and developed a wide range of community partnerships.</li> </ul>

## Future outlook

**Improvement Strategies ( Linked to 2016 AIP)****Improve Student Attendance**

Analyse trends in attendance data at the whole school, class and individual student level.

Implement both proactive and reactive strategies to increase student attendance to 93%

Communicate and promote student attendance rates in the wider community

Allocate time each week for our Indigenous Teacher Aide and Support worker to conduct home visits and follow up on attendance issues with our Indigenous Students.

Celebrate student achievement of attendance targets through assemblies, newsletters, school face book pages, reward days etc

**Upper 2 Bands Priority**

Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)

Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, UNSW testing, Reader's Cup and extension programs, high yield numeracy warm ups, 3 Act problems in numeracy, World of Maths Program)

Provide challenging learning experiences that further develop reading and numeracy expertise

Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations

Extension Teacher to work collaboratively with the class teachers and Master Teacher to provide additional enrichment opportunities to extend Upper Banding students in Numeracy

**Literacy Priorities**

Deliver an intensive oral language program including SSP that targets **phonological and phonemic awareness**

Implement screeners to identify those students requiring assistance with phonological awareness and letter/sound relationships (phonics) and deliver intensive intervention programs to address identified needs.

***Continue to embed a balanced reading program***

Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.

***1. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.***

Align reading framework to **Pearson's Gradual Release of Responsibility Model** (Refer Framework for the Teaching of Reading)

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**

Ensure the 5 aspects of reading are explicitly addressed i.e.:

***1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World***

Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of **inference** e.g.:

QAR, Daily Reading Groups

Utilise the Reading Mentor/Coach to strengthen teacher understanding in the area of reading analysis, identifying misconceptions in understanding to implement best practice reading strategies

**Numeracy Priority**

Embed **Numeracy Rich Routines** that address key aspects of number as identified through NAPLAN and internal data sources e.g. PAT M, North Coast Diagnostic Pre and Post testing, year level developed tasks.

Continue to participate in cluster opportunities (**Best Practice Networks**), to develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics

Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.

Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to ACARA Descriptors, content, Number lines, Part/Whole relationships, Reasoning and Estimation

Practice and deepen the big ideas in number and algebra, 3 act problems and utilising high interest Numeracy warm ups to identify misconceptions in student's problem solving and mathematical reasoning

The implementation of 3 act problems to further strengthen school wide numeracy, teaching the RIGHT Thing the RIGHT Way

**Master Teachers – Numeracy**

Develop opportunities for Master Teachers to work alongside teachers to improve teaching practices .Continue to share our school journey via best practice networks, networking with other schools, participating in action research and university studies.

Engage in action research to determine which is the best duration, method, and process to deliver 3-act problems to create inquisitive, creative, persistent, confident problem solvers in year 4?

Continue to implement Numeracy Pedagogical Reflection sessions with all yr level teams week about (Mondays) with Master Teacher and Leadership reps

Master Teacher to work with all year level teachers P-6 in a coaching role across each fortnight to strengthen pedagogy, student feedback and problem solving.

## Our school at a glance

**School Profile**

**Coeducational or single sex: Coeducational**

**Independent Public School: No**

**Year levels offered in 2015: Prep Year - Year 6**

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	732	365	367	75	88%
2014	717	345	372	85	91%
2015	658	321	337	77	90%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

**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 12 % 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.

#### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	24	21
Year 4 – Year 7 Primary	23	24	22

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

#### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	53	65	47
Long Suspensions - 6 to 20 days	5	3	2
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

#### Curriculum delivery

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)
- History (a minimum of half an hour in prep to year 2, 1 hour in years 3 to 6)

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 5 and 6) and Health and Physical Education.

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
- Individual Support Plans and Curriculum Access Plans for students with disabilities.
- 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 2015:

- 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.
- Sandy Strait State School Choir – Yrs 2-6
- Senior Choir- Yrs 5 and 6
- 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
- Gala sports in Yrs 4-6
- School Athletics Carnivals – Junior and Senior.
- Zone, Regional and State Carnivals
- Swimming carnivals
- Local Chaplaincy Committee
- Aspiring Authors and Artists
- Tech and Science Club
- Dot Com Kids

### How Information and Communication Technologies are used to improve learning

Sandy Strait State School is committed to delivering quality and contemporary 21<sup>st</sup> 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.

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” 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.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	96%	98%	94%
this is a good school (S2035)	100%	95%	93%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	96%	98%	100%
their child's learning needs are being met at this school (S2003)	96%	93%	97%
their child is making good progress at this school (S2004)	93%	95%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	88%	93%
teachers at this school motivate their child to learn (S2007)	96%	98%	97%
teachers at this school treat students fairly (S2008)	96%	93%	94%
they can talk to their child's teachers about their concerns (S2009)	96%	95%	93%
this school works with them to support their child's learning (S2010)	96%	91%	97%
this school takes parents' opinions seriously (S2011)	92%	88%	94%
student behaviour is well managed at this school (S2012)	92%	86%	94%
this school looks for ways to improve (S2013)	96%	95%	94%
this school is well maintained (S2014)	96%	95%	97%

Performance measure	2013	2014	2015
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	98%	97%	96%
they like being at their school (S2036)	97%	93%	98%
they feel safe at their school (S2037)	95%	97%	99%
their teachers motivate them to learn (S2038)	99%	99%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers expect them to do their best (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	99%	97%
teachers treat students fairly at their school (S2041)	98%	96%	93%
they can talk to their teachers about their concerns (S2042)	96%	94%	94%
their school takes students' opinions seriously (S2043)	100%	94%	94%
student behaviour is well managed at their school (S2044)	95%	91%	94%
their school looks for ways to improve (S2045)	100%	98%	96%
their school is well maintained (S2046)	99%	98%	96%
their school gives them opportunities to do interesting things (S2047)	97%	97%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	91%	91%	98%
they feel that their school is a safe place in which to work (S2070)	92%	91%	100%
they receive useful feedback about their work at their school (S2071)	86%	89%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	87%	100%
students are encouraged to do their best at their school (S2072)	95%	94%	100%
students are treated fairly at their school (S2073)	92%	94%	98%
student behaviour is well managed at their school (S2074)	89%	89%	96%
staff are well supported at their school (S2075)	82%	69%	96%
their school takes staff opinions seriously (S2076)	78%	72%	94%
their school looks for ways to improve (S2077)	97%	87%	100%
their school is well maintained (S2078)	84%	87%	96%
their school gives them opportunities to do interesting things (S2079)	84%	77%	96%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

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.

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.

## 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.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	147,104	4,595
2013-2014	134,990	4,868
2014-2015	129,269	2,995

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

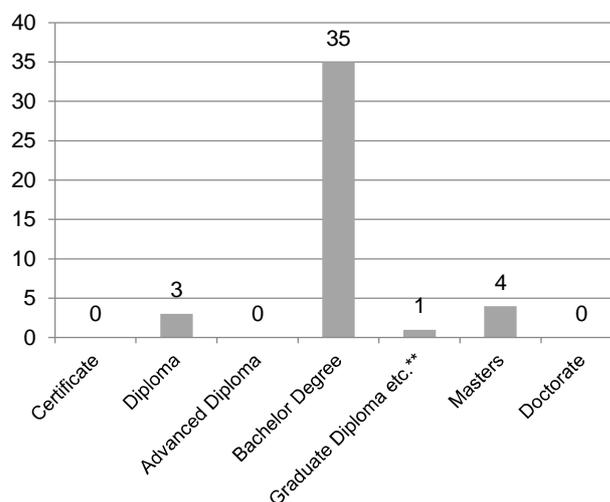
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	34	<5
Full-time equivalents	42	20	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	1
Masters	4
Doctorate	0
<b>Total</b>	<b>43</b>



\*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 2015 were \$84119.06 including money spent on releasing teachers for curriculum reflection and planning.

The major professional development initiatives are as follows:

**Improving spelling results by establishing a consistent teaching approach that is supported by research**

Professional Development Opportunities	Audience
In-service in Words Their Way	Whole Staff
Revisit and refresh key elements of Letters to Sounds Program	Whole Staff

**Establishing a consistent approach to the teaching of Numeracy that enables students to develop reasoning, understanding, and problem solving and fluency skills.**

Professional Development Opportunities	Audience
Numeracy Coaching emphasising the key elements of evidence based action research and narrow (deep) focus	Teachers

**Improving student reading comprehension by establishing a consistent teaching approach that is supported by research**

Professional Development Opportunities	Audience
Ongoing Professional network afternoons ( lead by Helen) that focus on building a consistent and effective approach to the teacher of comprehension	Teachers

**Build teacher capability through an established feedback culture that includes features of supervision, coaching and mentoring**

Professional Development Opportunities	Audience
Expand the use of the I observation tool for teacher supervision	Leadership team
Fund the Learning Round process (throughout the year) ensuring teacher observation and reflection is embedded in teaching practice	Lead teachers and teachers
Build interpersonal communication skills of lead teachers: Ken Warren workshops	Teachers
Engage in the High reliability Schools agenda	Leadership team
Increase the number of classroom profilers at school	Teachers

**Fostering positive parent teacher relationships that is characterised by responsive feedback regarding student progress**

Professional Development Opportunities	Audience
Build interpersonal communication skills of teachers: Ken Warren Conflict Resolution	Teachers

**Establish meaningful and engaging learning experiences through innovative teaching approaches that embed the elements of ASOT**

Professional Development Opportunities	Audience
Engage in the High reliability Schools agenda, continue to engage in ASOT agenda	Teachers

**Build staff capacity to deliver a responsive differentiated curriculum that addresses the need of all learners**

Professional Development Opportunities	Audience
Dyslexia awareness and support training	Teachers
Implement the Individual Curriculum Plans for students who are at educational risk	Teachers
ASOT agenda DQ: 9 communicating high expectations for all students?  Focusing on <ul style="list-style-type: none"> <li>• Demonstrating Value and respect for low expectancy students</li> <li>• Asking questions of low expectancy students</li> <li>• Probing incorrect answers by low expectancy students</li> </ul>	Teachers

**Extend staff capacity to utilise ICT to meet the needs of digital natives**

Professional Development Opportunities	Audience
Continue to provide opportunities for lead teachers to further enhance their ability to embed ICT within the teaching and learning process	Lead teachers
Lead teachers continue to assist teachers to build their ability to embed ICT within the classroom learning environment by convening afterschool ICT workshops	Teachers

**Build teacher capacity to respond to student misbehaviour and to establish a positive classroom learning environment**

Professional Development Opportunities	Audience
Build the number of Classroom Profilers within the school	Lead teachers
Class teachers reflect on classroom behaviour management practices and build their classroom management skills via classroom profiling	Teachers

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 school year.

**School income broken down by funding source**

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

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Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	87%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

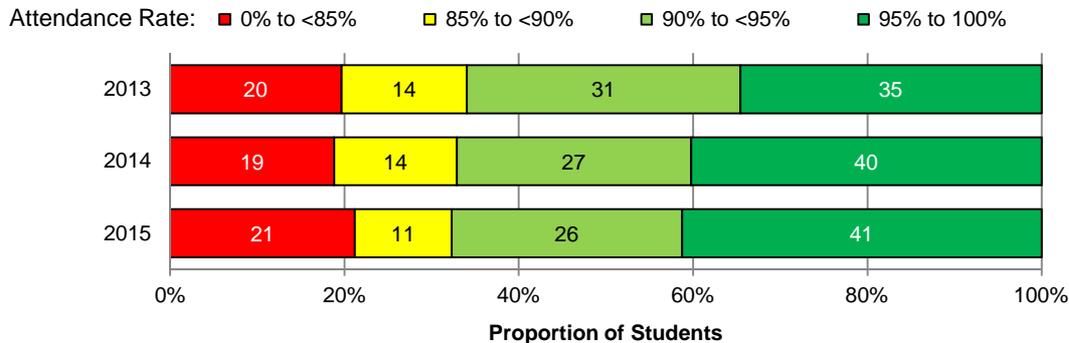
Student attendance rate for each year level (shown as a percentage)								
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	91%	91%	90%	91%	90%	91%	89%	90%
2014	91%	92%	92%	91%	90%	92%	89%	91%
2015	92%	90%	91%	92%	91%	90%	91%	

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Text messaging used on a daily basis. When children are marked away absent a text message is generated and sent through to parents requesting they contact the school to advise us of the reason for the absence.

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.

Student attendance data is shared regularly with staff and children on assemblies with rewards and recognition given to children who have 100% attendance.

## 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/>.

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

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Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.