Sandy Strait State School
Queensland State School Reporting
2014 School Annual Report

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 face book 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.

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 2014 school year.

School progress towards its goals in 2014

Priority 1 – Successful Learners.

ACARA Priorities

- Embedded 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.
- Trialled Geography using C2C materials
- Reviewed “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

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

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

- Continued 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

- Embedded comprehension strategies into the reading procedures
- Used the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback

Developed a balanced writing program

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

Numeracy Priority

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

Upper 2 Bands Priority

- Broadened and consolidated 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.
- Ensured a variety of processes are in place for the identification of possible U2B students (process to begin in Prep)
- Implemented 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, Maths Olympiads, Aspiring Authors, Maths Team Challenges, Mini Minds Alive )
- Embedded differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

School Wide Support Program

- Implemented targeted teaching approaches in the middle school to enhance data outcomes in Reading, Spelling, Writing and Numeracy.
- Continued to implement an Early Intervention Strategy with a focus on early identification/collaborative planning in the areas of oral language and early literacy.
- Implemented 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

- Continued to build moderation processes across the school growing exemplar banks to be shared with students and parents aligned to C2C
- Developed opportunity for inter and intra moderation processes ensuring sound assessment practice
**BPN Priority**

- Engaged in quality professional development and professional sharing via BPNs. Fostered 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**

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

**Priority 2 – Great People.**

- Teaching staff Performance Plans aligned with AITSL: National Professional Standards for Teachers
- Consultation and feedback structures in place and occur in a timely manner (Once a term)
- Continued to implement the Developing Performance Framework for all staff
- Teaching staff reviewed their previous Performance Plan aligning it with our 2014 priorities
- Continued to support non teaching staff to develop and understand the Developing Performance Framework.
- Continued to embed 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 involving regular PD for our teacher aides focussing on school priorities, teacher aide ICT afternoons etc.

**Priority 3 – Empowerment**

**ASOT**

- Continued to develop and implement the Art and Science of Teaching school wide pedagogical model.
- Continued to strengthen the school wide model of teacher observation and feedback through the Marzano IObservation Framework
- Continued 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
- Actively engaged the ASOT Instructional Leader to further and deepen understanding of staff around the framework
- Engaged in your Best Practice Network using ASOT as a reflective framework
- Established (continue to refine / build effectiveness) Professional Learning Communities to embed key learnings
- Revisited the Essential Skills of Classroom Management, trained profilers to observe and develop teaching practice.

**Priority 4 – Engaged Partners.**

**Flying Start initiative**

- Liaised with feeder Secondary Schools
- Implemented protocols around leadership arrangements re 2014 (School Captains, House Captains, Camps and Graduation ceremonies)
- Developed a communication strategy with community regarding relevant changes
- Continued the development of strategies concerning staffing and resource allocations

**Continued to build effective communication with parents through:**

- School website, fortnightly newsletters, Facebook to keep parents informed of school events and achievements.
• Introduced SMS messaging to parents including absenteeism, reminders from teachers, positive behaviour/achievement messages
• Strengthened email communication between classroom teachers/parents focussing on classroom happenings, student progress etc
• Improved feedback to parents from support/extra-curricular teachers including instrumental music and support/extension staff.
• Provided parent teacher interview opportunities which are inclusive of both working and non-working parents.

**Strengthening Stakeholder Confidence in the School's Performance and Achievements.**

• Continued to implement Pre Prep and engage early education providers to build parent awareness of the importance of Prep and State Schooling.
• Conducted community events, sharing sessions, Dad’s Days and approach local businesses for sponsorship to involve the community in the life of the school.
• Investigated 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.
• Arranged PD Session for parents in priority areas
• Continued 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.**
  - Supported 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.**
  - Continued 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**
  - Sharpened 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.**

• Reinvigorated Social/Emotional Learning Program through whole school PD and restructuring of the school wide teaching program
• Ongoing PD focussed on strengthening staff understanding of various behaviour management strategies and associated research
• Continued with positive recognition of student academic achievement, attendance and behaviour through dedicated ceremonies and assemblies.
• Continued the implementation of the RIBBIT rewards program for behaviour.
• Improved the tracking system for playground behaviour and positive recognition.
• Introduced Reflection Sheets for Level 4 and 5 children
• Investigated various rewards/incentives for Reward Days

**Future outlook**

**Priority 1 – Successful Learners.**

**Analyse Student Data**

• Implement and engage 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.
• Further develop teacher expertise in data analysis to inform effective teaching and learning.

**Improve Student Attendance**

• Analyse trends in student attendance and implement strategies to increase student attendance to 92.2% in primary years.
Cater for Student Needs

- Implement strategies to cater for students’ academic, social and emotional needs

Upper 2 Bands Priority

- 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)
- Extension Teacher to work collaboratively with the class teachers and Master Teacher to provide additional enrichment opportunities to extend Upper 2 Banding students in Numeracy.
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

NAPLAN Strategy

- Complete a thorough interrogation of NAPLAN data - 2013 / 2014 in preparation for 2015 NAPLAN
- Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B

Priority 2 – Great People

ACARA Priorities

- Embed English, Mathematics, Science, History & Geography (National Curriculum) using the C2C resource and ACARA Descriptors ensuring alignment with community expectations.
- Continue to align and embed Australian Curriculum in all settings.
- Implement the North Coast Region: "A Guide to School Based Assessment Tools and Year Level Expectations"

Literacy Priority

Continue to embed a Sandy Strait State School Whole School Balanced Reading Program

- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
- Align reading framework to Pearson’s Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading)
- Ensure the 5 aspects of reading are explicitly addressed ie:
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference eg: 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 embed a balanced writing program

- Develop a shared understanding and pedagogical practice of the 4 writing procedures:
  1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing
- Align writing pedagogy to Pearson’s Gradual Release of Responsibility Model
- Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing
Numeracy Priority

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M and North Coast Diagnostics.
- With PEAC support and cluster opportunities (Best Practice Networks), 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 the ACARA Descriptors and relevant C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation.
- Practice and deepen number facts.

Master Teachers

- Develop opportunities for Master Teachers to work alongside teachers to improve Numeracy teaching practices.
- Engage in Action Research with our whole teaching staff investigating the impact of Pedagogy relating to Numeracy Warm ups to improve Place Value and Mathematical Reasoning and Understanding.

ASOT

- Continue to develop and embed our School Wide Pedagogical Framework based on ASOT.
- Utilise the Sandy Strait ASOT Pedagogical Framework for reflection when participating in Learning Rounds observations.
- Utilise the ASOT iObservation suite of materials for formal observations and written feedback.

Moderation

- Develop opportunity for inter and intra-school 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)

Developing Performance Framework

- Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.
- Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers.
- Consultation and feedback structures are in place and occur in a timely manner (Once a term).
- Use peer observations, learning rounds, feedback, differentiated coaching and learning communities to improve teaching practices.

- Implement processes to monitor staff and personal wellbeing.

Learning Communities

- Principal Performance Development Plan in place with ARD with clearly identified leadership focus.
- Lead and model 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.)
- Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.
- Enable teachers to engage in effective coaching opportunities to improve teaching practices.
- Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.


**Priority 3 – High Standards**

**Explicit Improvement Agenda**

- Analyse whole school trends to develop an explicit improvement agenda
- Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.

**Curriculum Teaching and Learning/ Discipline Audit**

- Implement recommendations from latest audit report.

**Internal Audit**

- Implement strategies to fulfil internal audit requirements and recommendations

**Opinion Survey Priorities**

Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.

**Priority 4 – Engaged Partners.**

**Alignment and Consistency**

- Continue to develop opportunities to work with regional support staff and services.
- Develop opportunities for schools to work together to share knowledge and resources.
- Implement the recommendations from the School Improvement Unit as required.

**Flying Start initiative**

- Develop mutually satisfying partnerships with Secondary Schools
- Maintain opportunities to ensure the Junior secondary initiative is successful.
- Develop a range of locally pertinent communication strategies that enable the sharing of information.
- Continue the fostering of strategies concerning staffing and resource allocations

**Partnerships**

- Continue to work with regional support services to support and sustain school improvement
- Develop partnerships within and beyond the school that support student learning.
- Embrace opportunities to collaborate with local communities.
- Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centers.

**Parent and Community Engagement Strategy**

- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
- Use multiple communication channels to communicate with parents eg email, SMS, school Facebook page, telephone, web portal and letter
- Provide programs and opportunities for parents to build their capacity to support their child’s learning
- Actively seek and develop a wide range of community partnerships
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 2014: 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>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>
<tr>
<td>2014</td>
<td>717</td>
<td>345</td>
<td>372</td>
<td>91%</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.
### Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>23</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>24</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>24</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>2012</th>
<th>2013</th>
<th>2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>44</td>
<td>53</td>
<td>65</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

### Curriculum offerings

#### Our distinctive 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.

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 2014:

- 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.
- 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
- Gala sports in Yrs 4-7
- 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 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” 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

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

**Percentage of parent/caregivers who agree**

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>100%</td>
<td>96%</td>
<td>95%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of students who agree**

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>95%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>99%</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>98%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>93%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>96%</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>94%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>89%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>98%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>98%</td>
<td>99%</td>
<td>98%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of school staff who agree**

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>91%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>92%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>86%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>95%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>92%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>89%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>82%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>78%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>97%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>84%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>84%</td>
<td>77%</td>
<td></td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

If ‘Agree’ represents the 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>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>150,054</td>
<td>984</td>
</tr>
<tr>
<td>2012-2013</td>
<td>147,104</td>
<td>4,595</td>
</tr>
<tr>
<td>2013-2014</td>
<td>134,990</td>
<td>4,868</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>48</td>
<td>30</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>
Qualification 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>4</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>39</td>
</tr>
<tr>
<td>Graduate Diploma etc. **</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>48</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 2014 were $53,100.76

The major professional development initiatives are as follows:

<table>
<thead>
<tr>
<th>Professional Development Format</th>
<th>Focus</th>
<th>Staff Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Free Days January/ Oct</td>
<td>Strategic Focus for 2014</td>
<td>Whole Staff</td>
</tr>
<tr>
<td></td>
<td>Social/ Emotional Learning</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Introduction to Whole School Spelling Program</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>The Teaching of Reading Revisited</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Inclusive Education</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>WPHS</td>
<td>Whole Staff</td>
</tr>
<tr>
<td></td>
<td>**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Wide Support Model for Intervention/ Enrichment- Term 1</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>ASOT – Term 1 to 4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Essential Skills for Classroom Management- Term 1-4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Student Engagement in Numeracy- Success Teams Project- Term 3-4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Whole School Spelling/ Reading Program- Term 1-4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td>* Teacher Business Meetings ( 2-3 per term)</td>
<td>School Wide Support Model for Intervention/ Enrichment- Term 1</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>ASOT – Term 1 to 4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Essential Skills for Classroom Management- Term 1-4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Student Engagement in Numeracy- Success Teams Project- Term 3-4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Whole School Spelling/ Reading Program- Term 1-4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td>Twilight PD – Term 1,2,3</td>
<td>Essential Skills for Classroom Management ( 3hrs) – Term 1</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Teachers Leading Teachers- “Deepening our ASOT Knowledge Workshops” (3hrs) – Term 2</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Teachers Leading Teachers- “Student Engagement-Sharing Best Practice” (3hrs) – Term 3</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td>Fortnightly Workshop Sessions (Optional)</td>
<td>NAPLAN – Term 2</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Writing on Demand- Term 2</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Spelling Strategies in Focus- Term 1 to 4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Reading Comprehension, Running Records- Term 1 to 4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>ICT @ Afternoon Tea Series- Term 1-4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Essential Skills for Classroom Management Tips and Ideas- Term 3 &amp; 4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Student Engagement in Numeracy – Term 3&amp;4</td>
<td>Teachers/ Teacher Aides</td>
</tr>
</tbody>
</table>
### ESCM Classroom Profiling
- 3 teachers, Principal, 2X Deputies trained as Classroom Profilers (end of term 2 – 9 Hrs)
- All teachers to participate in ESCM classroom profiling (Term 3 weeks 1-3 round 1)
- Ongoing profiling as required in consultation with Classroom teachers and profilers.

### Polishing Professional Practice Teams – Term 3 and 4
- Focus on the sharing / reflection of pedagogy
  - P-2 Focus Team
  - 3-5 Focus Team
  - 6-7 Focus Team

### Junior Secondary Team (for our teachers moving into Secondary School in 2015)
- Best Practice Junior Secondary Networking Meetings
- Participation in Urangan SHS Twilight PD Sessions
- Online Module for Junior Secondary through Griffith Uni
- Work shadowing

### Online/ One Channel/ Learning Place
- Inclusive Education for Leaders
- Health and Well Being (WPHS)
- Code of Conduct
- Student Protection

### Developing Performance Plans
- Developed in August utilising the AITSL Framework and IObservation Suite of Materials.

### Classroom Observations and Feedback
- Formal classroom observations conducted by Principal, Deputies and HOSES with their Leap into Learning Teams utilising IObservation – Term 1 through 4

### Success Schools Numeracy Project
- **Mathematical Thinking, Reasoning and Student Engagement.**
  - Years 2,4, Prep and Year 1 in term 3
  - Years 3,5, Senior School (6/7) in term 4
  - Learning Rounds Leaders Project

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

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

From the end of the previous school year, 87% of staff was retained by the school for the entire 2014 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.
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 webpage.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry 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

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall attendance</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage).

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

<table>
<thead>
<tr>
<th>Student attendance rate for each year level (shown as a percentage)</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>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>
<tr>
<td>2014</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
<td>92%</td>
<td>89%</td>
<td>91%</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.
*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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.
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 2014” and to ‘Close the Gap in student attendance’.

In 2014 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 an indigenous teacher aide. The focus of the plan was to identify students with attendance issues, contact home and monitor, issue certificates of attendance and reward students for achieving attendance target or for perfect attendance.

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

In 2014 attendance rates indicated that our indigenous student’s attendance rate was on a par with the attendance of non-indigenous students.