Our school at a glance

Postal address: Robert Street Urangan 4655
Phone: (07) 4197 0333
Fax: (07) 4197 0300
Email: the.principal@sandstrass.eq.edu.au
Webpages: Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site.
Contact Person: Principal - Sharon McMorrow

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 students skills, knowledge and talents so that they may achieve their ambitions, realise their goals and unique qualities as individuals.

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 2011 school year.

School progress towards its goals in 2011

Goal 1: Literacy and Numeracy Improvement

Enhance Students literacy and numeracy achievement through targeted strategies:

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

Goal 2: Teaching and Learning - Preparing for the National Curriculum

- All staff were engaged in the whole school Teaching and Learning agenda preparing for the National Curriculum.
- The Curriculum Reference Group (year level leaders from P-7, Specialists, STLN, HOSES, Teacher Librarian, Numeracy coach, Principal and Deputies) refined and developed whole school curriculum plans, approved units of work, key assessment focus and guides for making teacher judgements to ensure rigour and consistency of programs in all Key Learning Areas across the school.
- The whole school English and Maths programs were reviewed and audited to align with the National Curriculum.
- A whole school focus on the teaching of Science was implemented and supported through professional development of all staff.
- The Science Spark teacher was utilised to deliver professional development, mentor teachers to improve teacher confidence in the teaching of Science.
- Primary Connections was utilised school wide to ensure alignment to the National Curriculum.
- Intensive refocus of English foundations in the Prep Year aligning expectations to the National Curriculum Expectations.
Our school at a glance

Goal 3: Closing the Gap

- A culture of high expectations for all students both indigenous and nonindigenous continued in regards to Literacy and Numeracy achievement.
- Intensive Literacy and Numeracy intervention programs for indigenous students were implemented supporting those students identified in the lower banding levels of NAPLAN.
- CTG funding was utilised to support students in class support with an Indigenous Teacher Aide.
- Professional development for Teacher Aides in supporting Reading Comprehension to assist indigenous students.
- Implementation of the EATSIP plan.
- Indigenous teacher aide continued to support indigenous families with strategies to improve student attendance.

Goal 4: School Performance - Teaching and Learning Audit

An Expert Teaching Team

- The continuation of the De-privatisation of Practice through the “Watching others Working”, Coaching and Mentoring Programs to engage teachers in improving pedagogy and sharing best practice.
- Leap into Learning Target Goal setting, observation of teaching practice, feedback and review were integral components of the above programs.
- Targeted Professional Development Program for Teachers and Teacher Aides was implemented. Weekly afternoon workshops were conducted in the area of ICT and Literacy. These workshops were led by teachers sharing best practice with their colleagues in order to break down classroom walls and build a professional learning community.

Analysis and Discussion of Data

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

Differentiated Classroom Learning

Introduction of a multi-tiered approach to supporting Students with Disabilities. This levelled approach included a variety of support models depending on a child’s level of program adjustment and need:

- High level intervention and program adjustment (intervention classes for targeted Literacy and Numeracy development).
- Small group with class support for students with similar needs to streamline and intensify support.
- In class adjustment and support of high functioning students.
- Continual improvement of the EAP process.
- School-wide focus on the identification of high achieving and gifted students.
- Continued development of extension programs to support high achieving and gifted students.

Goal 5: Positive Schools and Students

- Academic achievement was recognised and celebrated through dedicated Academic Award Assemblies conducted each Semester.
- Student leaders had a high profile throughout the school leading special programs and activities.
- The continual promotion of academic achievement and success at every opportunity.
- “RIBBET”, a school-wide plan to recognise students for positive behaviour choices was developed. The development of this plan included input from teaching and non-teaching staff, parents and children alike.
The following Key Areas for Improvement were defined and outlined in the 2012 Annual Improvement Plan.

- To improve the performance of all students in Literacy, Numeracy and Science through targeted initiatives.
- Continue to ensure consistent, high quality teaching and learning through the implementation of the National Curriculum and C2C units.
- Continue to embed a School Wide Assessment Plan that includes an ongoing cycle of data collection and review in all year levels Prep to Year 7.
- Embedding of the School Curriculum Plan with a school wide approach to the teaching of Spelling, Reading and Maths.
- Explicit teaching and differentiation of English and Maths to ensure all students achieve NAPLAN targets.
- School wide focus on digital pedagogy to enhance teaching and learning.
- Expansion of the Academic Talent Program aimed at extending students in the upper 2 bandings.
- Whole school ownership of the School Improvement Agenda and Vision - “Leap into Learning”.
- Continue to embed a professional learning community culture with teaching and non teaching staff.
- School wide focus on the recognition of positive behaviour, academic achievement and student attendance.
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: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>812</td>
<td>384</td>
<td>428</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The student population of Sandy Strait State School is drawn from a wide area of the Bay, with students from River Heads, Booral and Urangan making up the 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 Learning Support.

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

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.1</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.6</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>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 offerings

Sandy Strait State School teachers work hard to create a variety of stimulating and enriching curriculum activities for our students. Teachers plan, implement and assess units of work that are outlined in our whole school curriculum framework. This process aims to expose students to as many different learning experiences as possible within their primary school years.

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

Our Curriculum plan encompasses all Key Learning Areas

- english
- mathematics
- science
- studies of society and the environment (SOSE)
- technology
- the arts (art, music, dance and drama)
- health and physical education (HPE)
- languages other than English (LOTE) - Chinese in Yrs 6 and 7.

“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, the language of this program is heard throughout our school.

The Teaching of English and Maths

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

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

A “Learning Journey” has a clear SOSE focus and may incorporate Technology and the Arts.

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

Extra curricula activities

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

- Frog FM - A student owned radio station
- Music Show case
- Maths Olympiad
- Maths Team Challenge
- Cross country events
- Environmental Club
- Instrumental Music - Strings, woodwind, brass and percussion.
- School musical - Rock Toyz
- 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

International Schools Competitions in:

- English
- Spelling
- Writing
- Science
- Maths

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.
Our school at a glance

Across the school focused 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 RBBET 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 teacher satisfaction with the school

In 2011 thirty one parents returned the school opinion survey. Overall our parents and students are satisfied with the education and teaching and learning opportunities at the school. Teacher satisfaction with access to Professional Development and Staff Morale has significantly increased. This increase in staff satisfaction is a direct result of our refocus around building a professional learning community and our whole school improvement agenda - ‘Leap into Learning’.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>83%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Sandy Strait State School welcomes parental involvement. Our philosophy is clearly parents / caregivers and teachers working together so that students achieve to their full potential. We have a tradition of parents volunteering in our school to assist class teachers and students. All parents / caregivers are welcome to provide class support. Participation on the Parents and Citizens Association, special purpose committees and working parties is also welcomed. (ONE SCHOOL ONE TEAM)

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

Parents are welcome on our fortnightly assemblies and at our academic award celebrations as we celebrate the achievements and efforts of our student body.
Our school at a glance

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.

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

We promote respecting our environment and school grounds through the presentation of a “Golden Gnome” award on assembly rewarding year levels for collecting rubbish and keeping their blocks and classrooms free of rubbish and waste.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>170,177</td>
<td>3,133</td>
</tr>
<tr>
<td>2010</td>
<td>146,101</td>
<td>2,673</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>16%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>54</td>
<td>31</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>50</td>
<td>19</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>43</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $13,516.00 or 10.8% of the school budget. A great deal of the Professional Development that occurred throughout 2011 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 expand this program further throughout 2012.

The major professional development initiatives are as follows:

- The Teaching of English and the National Curriculum
- Developing Reading Comprehension Skills
- Revisiting Guided Reading and Reciprocal Reading
- Developing English Units of work
- Creating Safe Workplaces
- Responsible Behaviour Plan- Positive School Behaviour
- Developing units of work in Year Level Teams
- Student Protection Training
- National Curriculum in Maths
- Developing Science Based Units of work utilising Primary Connections
- Science Spark Professional Development Modules
- Whole School Improvement Vision- ‘Leap into Learning’
- Whole School Reading Framework
- Q.A.R – reading comprehension
- QCAT’s in years 4 and 6
- How to operationalize 5 weekly units - C2C and a National Curriculum
- Catering for Diversity- A multi-tiered approach to teaching Students with Disabilities
- QSA State Conference
- Big Day Out Principals State Conference
- ELeaders Principal’s Practicum.
- Webconference Series ‘Website for School Pilot Trial’

Teacher Aides Professional Development Sessions each fortnight focusing 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”
- Positive School Behaviour
- Supporting children with Vocabulary Development
- The language of Maths
- Student protection
- Utilising Data bases for recording student achievement data
- NAPLAN- Reading, Writing, language conventions and Maths
- Supporting students in lower achievement bandings in NAPLAN
Closing the GAP strategies to support our indigenous students to achieve in Literacy and Numeracy.

**Afternoon Series of Literacy Workshops - open to teachers and teacher aides**

<table>
<thead>
<tr>
<th>Term 1 2011</th>
<th>Term 2 2011</th>
<th>Term 3 2011</th>
<th>Term 4 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teaching of English Whole school approach</td>
<td>English – Circumstance poems</td>
<td>Grammar</td>
<td>Assessing reading</td>
</tr>
<tr>
<td>The teaching of English comprehension</td>
<td>English – Ballads</td>
<td>English – grammar in context</td>
<td>The teaching of reading framework</td>
</tr>
<tr>
<td>Spelling – Whole school approach</td>
<td>QAR – workshop 1</td>
<td>English – grammar in context</td>
<td>English C2C</td>
</tr>
<tr>
<td>Reading comprehension QAR P-3</td>
<td>QAR – workshop 2</td>
<td>A process to teach Poetry</td>
<td>English C2C</td>
</tr>
<tr>
<td>Reading comprehension QAR 4-7</td>
<td>QAR follow up sharing of practice (session 1)</td>
<td>QCATs training</td>
<td>English C2C</td>
</tr>
<tr>
<td></td>
<td>QAR follow up sharing of practice (session 2)</td>
<td>Reading Professional development</td>
<td>English C2C</td>
</tr>
<tr>
<td></td>
<td>QAR in class demonstration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QAR in class demonstration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension - Literacy solutions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ICT@afternoontea Workshops – open to teachers and teacher aides**

<table>
<thead>
<tr>
<th>Term 1 2011</th>
<th>Term 2 2011</th>
<th>Term 3 2011</th>
<th>Term 4 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 7: New Learning Place - exploring resources</td>
<td>Wk 2: Digital Cameras in the classroom</td>
<td>Wk 1: Virtual Classroom Part 1</td>
<td>Wk 1: Using our C4Ts - tips and tricks Part 2</td>
</tr>
<tr>
<td>Wk 8: New Learning Place - Creating Learning Pathways</td>
<td>Wk 4: Podcasting</td>
<td>Wk 4: How to use ICT on a daily basis</td>
<td>Wk 2: More with virtual classrooms</td>
</tr>
<tr>
<td>Wk 9: Delicious – social bookmarking</td>
<td>Wk 6: Using Windows on C4Ts</td>
<td>Wk 6: Virtual Classroom Part 2</td>
<td>Wk 3: EdStudio and EdAlbums Part 1</td>
</tr>
<tr>
<td>Week 11: Web 2.0 Tools</td>
<td>Wk 8: ICT and Narratives</td>
<td>Wk 8: Using our C4Ts’ tips and tricks Part 1</td>
<td>Wk 4: EdStudio part 2</td>
</tr>
<tr>
<td></td>
<td>Wk 10: working with Images</td>
<td>Wk 5: Ipads in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wk 6: Web 2.0 Tools</td>
<td></td>
</tr>
</tbody>
</table>

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

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

From the end of the previous school year, 98% of staff was retained by the school for the entire 2011 school year.

**School income broken down by funding source**

School income broken down by funding source is available via the My School website at
Our staff profile

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’ textbox.

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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<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></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>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Graph]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

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

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

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' textbox.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select ‘GO’.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

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

In 2011 NAPLAN the Yr 3 Indigenous Student Mean was below the Non-Indigenous Student Mean in the areas of Reading and Numeracy but was above the in the areas of Spelling, Writing, Grammar and Punctuation. With only a small number of Indigenous Students in the Year 3 cohort the overall results are influenced by individual performances.

In Years 5 and 7 NAPLAN the Indigenous Students mean is the same or greater than the Non-Indigenous Students in all NAPLAN areas.

In 2011 attendance records indicate that our Indigenous student’s attendance rate was on a par with the attendance rate of Non-Indigenous students.