**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 2012 school year.

**School progress towards its goals in 2012**

**Priority 1: Literacy and Numeracy.**

*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, Teacher Librarian, Numeracy Coach and Extension Project Teacher worked with class teachers and administration team to create upward movement of NAPLAN bands.
- The implementation of “I Can Do Maths” - yrs 1 and 2”, “PAT Maths” yrs 3-7, ”PAT Reading” yrs 1-7 and “PAT Vocab” yrs 5-7 as 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.
- Embedding of “Whole school approach to the teaching of Reading Comprehension” with a focus on QAR from Prep to Year 7 occurred.
- Introduction of Whole School Spelling Program “ Sounds to Letters” from Prep to Year 7 occurred
- The numeracy coach was utilised to improve the explicit teaching of Maths and school wide results in Numeracy as part of the Numeracy Partnership.
- The continuation of “Leap into Learning”- 5 weekly data and target review cycle occurred in which all teachers P-7 worked with a member of the administration team focussing on improvement targets in Numeracy, Reading Comprehension and Spelling.
- All data, proposed strategies and targets across the whole school community was shared.
- Celebration of achievement and improvement milestones occurred.
- Targeted, Ongoing Professional Development in Reading Comprehension, Spelling and Explicit Teaching in Maths for all teachers and teacher aides occurred.
Priority 2: Curriculum, Teaching and Learning - C2C implementation

- A strong focus continued to engage all staff in the whole school Teaching and Learning agenda.
- Continuation of the intensive focus on Digital pedagogy to enhance teaching and learning and the implementation of C2C units.
- Restructuring of the meeting cycle to enhance collegial support and professional understanding of C2C units. This 3 weekly meeting cycle to consist of:
  - Teaching Business Meeting (focussing on Strategic priority of Reading, Spelling or Maths)
  - C2C collaboration meeting (year level team focus on English, Maths, Science unit flow, differentiation, digital pedagogy)
  - C2C Moderation Meeting (focussing on the moderation of assessment tasks within the units of work)
- Constant and ongoing review of English, Maths and Science C2C units to ensure we remained focussed on the curriculum intent and the national standards.
- Ongoing Professional Development continued in the areas of Reading Comprehension, Spelling, Grammar, Maths Mentals and Science

Priority 3: Closing the Gap.

- Continuation of the development of a culture of high expectations in Literacy and Numeracy, closing the gap between indigenous and non-indigenous student performance.
- The development of intensive Literacy and Numeracy intervention programs for indigenous students identified in the lower banding levels of NAPLAN.
- The utilisation of CTG funding to support students for in class support utilising an Indigenous Teacher Aide and a teacher.
- Professional development for Teacher Aides in supporting Reading Comprehension to assist these students.
- Implementation of the EATSIP plan.
- All staff continued to be made aware of expectations and timelines for Closing the Gap Outcomes.
- Indigenous teacher aide continued to support indigenous families with strategies to improve student attendance and family engagement through the PACE (Parental and Community Engagement) Program.
- The utilisation of Regional Strategies for monitoring progress.

Priority 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.
- Feedback and review continued to be an integral component of the above programs.
- An observation and feedback culture was embedded across the school as part of the “Leap into Learning” program.

Analysis and Discussion of Data.

- Embedding a 5 weekly data and target setting review cycle with all teaching staff to ensure all teachers are competent and highly skilled in utilising data to inform program development.
- Up-skilling of staff to work from the common understanding that using data effectively involves collaborative enquiry - leaders and teachers engaging in professional conversations around data - informed learning.

Differentiated Classroom Learning.

- Refinement of a multi-tiered approach to supporting Students with Disabilities. Embedding the levelled approach to include a variety of support models depending on a child’s level of program adjustment and need:
  - High level intervention and program adjustment (intervention classes for targeted Literacy and Numeracy development).
  - Small group withdrawal/class support for students with similar needs to streamline and intensify support.
  - In class adjustment and support of high functioning students.
- School wide focus on the identification and extension of Upper 2 banding students in Literacy and Numeracy
- Refinement of support and extension programs occurred centrally, coordinated by our Literacy and Numeracy Support Team.

Priority 5: Positive Schools and Students - Every Day Counts.

- The refinement of the school wide program, “RIBBET” occurred to recognise students for positive behaviour choices.
- The promotion of the positive behaviour program via school newsletters, school website, school assemblies and classroom displays and activities occurred.
- The recognition of academic achievement occurred and was well received through academic award ceremonies conducted each Semester.
- The continual promotion of academic achievement and success at every opportunity occurred school wide.
- The implementation a new focus for Student Leadership in 2012 occurred encouraging greater student input into decision making, student welfare, student activities and school promotion.
• Intensive focus on Student Attendance and Every Day Counts.
  - Targets were displayed and promoted for attendance
  - Student were rewarded for 100% attendance
  - Constant monitoring and follow up regarding patterns of nonattendance, unacceptable absenteeism all of which impact on student achievement occurred.
  - This agenda was continually promoted and revisited on school assemblies, office, foyer and classroom displays, school newsletters and on our school website.
## Future outlook

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>SCHOOL PRIORITIES 2013</th>
<th>IMPROVEMENT STRATEGIES AND ACTIONS 2013</th>
</tr>
</thead>
</table>
| School & community partnerships | • Strengthening our community profile  
• Strengthening parent teacher partnerships  
• Every day Counts  
• Getting Ready For Secondary School | • Through surveys and data gathering explore various alternatives for strengthening parent teacher partnerships to ensure all parents are actively involved in their child’s learning.  
• Teachers to utilise ICT (email, class Ed-studios and virtual classrooms) as an alternative means for involving parents in their child's education.  
• Intensive focus on Student Attendance and Every Day Counts.  
  - Targets displayed and promoted for attendance  
  - Student rewards for 100% attendance  
  - Constant monitoring and following up regarding patterns of nonattendance, unacceptable absenteeism and all of which impact on student achievement.  
  - This agenda continually promoted and revisited on school assemblies, office, foyer and classroom displays, the school newsletter and on our school website.  
• Embedding the school wide program “RIBBET”, to recognise student’s positive behaviour choices.  
• Continue to recognise and celebrate academic achievement through academic award ceremonies conducted each semester.  
• Work in collaboration with Bay State Schools to conduct community forums for both staff and parents in preparation for the transition of Year 7 to Secondary School in 2013. |
| School curriculum            | • Implement the Australian Curriculum in English, Maths, Science and History  
• Implementation of Whole School Reading Framework P-7 | • Maintain the focus on engaging all staff in the whole school Teaching and Learning Agenda.  
• Constant review and “front end planning process” of English, Maths, Science and History 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.  
• Implementing a Whole School Framework for the Teaching of Reading with very clear expectations about how reading is taught and assessed across the school, ensuring consistency of practice.  
• Ongoing professional development in the teaching of reading, history and differentiation. |
| Teaching practice            | • Develop and enact a pedagogical framework based on ASOT  
• T&L Audit priorities | • Implement the ASOT pedagogical framework school wide with a focus on:  
  - Design Question 1 and 6 in Semester 1  
  - Introducing Design Question 2 in Semester 2  
• Ongoing professional development, sharing of best practice, coaching, mentoring and formal observations to embed the ASOT framework school wide.  
| Teaching and learning Audit Priorities | • An Expert Teaching Team.  
  - Supporting the implementation of ASOT framework by embedding formal observation, walkthroughs and evaluation of teaching practice, modelling and feedback by peers and school leaders  
  - Differentiated Classroom Learning.  
  - Continue to implement differentiation practices so that they are a feature of every teacher’s classroom practices characterised by clear planning and documentation.  
• Explicit Improvement Agenda  
  - Sharpen the “Leap into Learning” explicit improvement agenda to “narrow in” on specific improvements in student performance in the area of reading, including clear targets and accompanied timelines. |
| Principal leadership and school capability | • Implement the Developing Professional Teams/Professional Practice  
• Developing professional teams/professional practice | • Continue to implement the Developing Performance Framework for all staff  
• Teaching staff to review their previous Performance Plan aligning it with our 2013 priorities  
• Continue to support non-teaching staff to develop and understand the Developing Performance Framework.  
• Continue to embed the Sandy Strait Professional Learning Community through :  
  - 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 i-Connect to support professional development that is flexible and can be accessed after hours.  
  - Teacher Aides Professional Learning Team involving fortnightly PD for our teacher aides focussing on school priorities, teacher aide ICT afternoons etc.  
• Leadership team including Principal, Deputies and MOE to participate in QAESP Leadership Fortnightly Webinar series throughout 2013 to develop leadership capabilities and build sustainable teams. |
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 2012: Prep - 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>2010</td>
<td>830</td>
<td>393</td>
<td>437</td>
<td>89%</td>
</tr>
<tr>
<td>2011</td>
<td>812</td>
<td>384</td>
<td>428</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>781</td>
<td>379</td>
<td>402</td>
<td>90%</td>
</tr>
</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></td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our school at a glance

| Prep – Year 3 | 24 | 24 | 22 |
| Year 4 – Year 10 | 26 | 26 | 23 |
| Year 11 – Year 12 | N/A | N/A | N/A |

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>78</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>13</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum

Sandy Strait offers schooling from Prep to Year 7.

**Curriculum Offerings**

Our vision and school wide pedagogical principals 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 class teachers and the Literacy Numeracy Support Team)
- Specialist intervention programs are on offer in Literacy and Numeracy
Our school at a glance

- 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

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

- Music Showcase
- Maths Olympiad
- Maths Team Challenge
- Cross country events
- Environmental Club - “Young Greenies”
- Instrumental Music - Strings, woodwind, brass and percussion.
- Stage Band
- String Ensemble
- Band and Strings Workshops – Beginners, intermediate and advanced.
- Recorder Ensemble
- Sandy Strait State School Choir – Yrs 2-7
- Senior Choir - Yrs 6 and 7
- Student Leadership - Student Leaders, House Captains
- Student Representative Council
- Sports Coaching Clinics
- Sports with Friends for Special Needs Students.
- AFL Challenge days
- Golf Enrichment and challenge
- Interschool sports in Yrs 4-7
- School Athletics Carnivals – Junior and Senior.
- Infants Sports Days with neighbouring schools.
- Zone, Regional and State Carnivals
- Swimming carnivals
- Local Chaplaincy Committee
- Aspiring Authors and Artists
- Tech and Science Club
- Dot Com Kids

International Schools Competitions in:

- English
- Spelling
- Writing
- Science
- Maths

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
Our school at a glance

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

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

Our School Opinion Survey data in 2012 indicates that the above mentioned support programs have had a positive impact on our student and parent satisfaction results.

Parent, student and staff satisfaction with the school

Our school wide focus on teaching and learning and building a positive and professional learning community throughout 2012 has had a very positive impact on our school opinion survey data from Parents, Staff and Students alike. There has been a marked and significant improvement in satisfaction across all domains.

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>90.9%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>95.5%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>90.9%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>95.2%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>90.9%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Our school at a glance

- they can talk to their child’s teachers about their concerns* 95.5%
- this school works with them to support their child’s learning* 95.5%
- this school takes parents’ opinions seriously* 95.5%
- student behaviour is well managed at this school* 90.9%
- this school looks for ways to improve* 95.5%
- this school is well maintained* 100.0%

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

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>98.1%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>95.4%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>99.1%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>98.2%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>93.5%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>96.3%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously*</td>
<td>94.4%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>89.0%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>98.1%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>98.2%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>97.2%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>91.8%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>94.7%</td>
</tr>
</tbody>
</table>

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

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Our school at a glance

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 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.

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

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>146,101</td>
<td>2,673</td>
</tr>
<tr>
<td>2010-2011</td>
<td>170,177</td>
<td>3,133</td>
</tr>
<tr>
<td>2011-2012</td>
<td>150,054</td>
<td>984</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>53</td>
<td>31</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>49.5</td>
<td>19.4</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

Highest level of attainment Number of classroom teachers and school leaders at the school

- Doctorate: 0
- Masters: 7
- Bachelor degree: 42
- Diploma: 4
- Certificate: 0

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $8892.64.

A great deal of the Professional Development that occurred throughout 2012 was cost neutral through teachers leading teachers in best practice afternoon workshops and by scheduling professional development outside of school hours to minimise costs and impact on school programs. All such professional development programs were very well supported by staff with both teaching and non-teaching staff requesting that we continue this process throughout 2013.

The major professional development initiatives are as follows:

- The Teaching of English and the National Curriculum
- Developing Reading Comprehension Skills
Our staff profile

- Revisiting Guided Reading and Reciprocal Reading
- Developing English Units of work
- Workplace Health and Safety
- Developing units of work in Year Level Teams
- National Curriculum in Maths
- Developing Units of work in Science and History
- Whole School Improvement Vision - ‘Leap into Learning’
- Whole School Reading Framework
- Q.A.R – reading comprehension
- Improving the operation of 5 weekly units- C2C and a National Curriculum
- Catering for Diversity- A multi-tiered approach to teaching Students with Disabilities
- Big Day Out Principals State Conference
- ELeaders Deputy Principal’s Practicum.
- Webconference Series
- ASOT Professional development for Leaders
- Implementing the History Curriculum

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
- Utilising Data bases for recording student achievement data
- Supporting students in lower achievement bandings in NAPLAN

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

<table>
<thead>
<tr>
<th>Date</th>
<th>PD</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5 20/2/12</td>
<td>Review unit One C2C Twilight PD</td>
<td>Tchs to reflect on using C2C’s to teach new Australian curriculum. Tchs reflect individually and as a year level</td>
</tr>
<tr>
<td>Week 6 1/3</td>
<td>Review C2C unit 2 After school PD</td>
<td>Nouns, noun groups, verbs, verb groups, circumstances, compound sentences, vocab – everyday –specialised-technical</td>
</tr>
<tr>
<td>Week 7 8/3</td>
<td>English C2C assessment and whole school reading After school PD</td>
<td>Writing exemplars / comprehension QAR / insight into inference</td>
</tr>
<tr>
<td>Week 8 15/3</td>
<td>Punctuation After school PD</td>
<td>The importance of editing. Tchs sharing effective practice</td>
</tr>
<tr>
<td>Week 9 22/3</td>
<td>Monitoring reading After school PD</td>
<td>Managing small group reading groups. Teaching small group reading</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>Week 2</td>
<td>26/4</td>
<td>Sentence structure</td>
</tr>
<tr>
<td>Week 4</td>
<td>10/5</td>
<td>Differentiation</td>
</tr>
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<tr>
<td>Week 6</td>
<td>24/5</td>
<td>Vocabulary</td>
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<tr>
<td>Week 8</td>
<td>7/6</td>
<td>C2C Unit 5 and Assessment</td>
</tr>
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<td></td>
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<tr>
<td>Week 2</td>
<td>19/7</td>
<td>Prep reading PD</td>
</tr>
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<tr>
<td>Week 4</td>
<td>2/8</td>
<td>C2C unit 6</td>
</tr>
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<tr>
<td>Week 10</td>
<td>11/9</td>
<td>C2C unit 7 – yrs 4-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>18/9</td>
<td>C2C unit 7 - Yrs 1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>17/9</td>
<td>C2C Unit 4 Prep</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td>Week 3</td>
<td>22/10</td>
<td>Feedback on Whole School Reading survey</td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>8/11</td>
<td>C2C Unit 8 English and maths</td>
</tr>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Place- resources</td>
<td>Study Ladder</td>
<td>ipad Apps</td>
<td>Laptop tips and tricks</td>
</tr>
<tr>
<td>Learning Place- Ed Studio part 1</td>
<td>Edstudio- albums</td>
<td>Beyond the M&amp;M- Excel</td>
<td>Bee Bots and their uses</td>
</tr>
<tr>
<td>Learning Place- Ed Studio part 2</td>
<td>Spreadsheet</td>
<td>Using the Blue Screen</td>
<td>Interactive whiteboards and emerging technologies</td>
</tr>
<tr>
<td>Learning place- student blogging</td>
<td>Vokis</td>
<td>Using HTML in Edstudios</td>
<td>Creating profiles on the Learning Place</td>
</tr>
<tr>
<td>Learning Place- One channel</td>
<td>Photo story</td>
<td>PP for beginners</td>
<td>Using the tools on an interactive whiteboard</td>
</tr>
</tbody>
</table>
### Our staff profile

<table>
<thead>
<tr>
<th>Edstudio Q/A</th>
<th>Sunshine online</th>
<th>My Favourites Apps</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP3 Easi speaks</td>
<td>Reading Bloggies</td>
<td>Presenting student work as a Digital Portfolio</td>
</tr>
<tr>
<td>Web 2.0</td>
<td>Bee Bots and their uses</td>
<td>Creating EdStudios</td>
</tr>
<tr>
<td>Bloggies/ Flips</td>
<td>Locating resources in the Learning Place</td>
<td></td>
</tr>
</tbody>
</table>

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.2%</td>
<td>95.4%</td>
<td>95.4%</td>
</tr>
</tbody>
</table>

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 2012 school year.

### School income broken down by funding source

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

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 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

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

<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>2010</td>
<td>89%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2011</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
<td>89%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2012</td>
<td>91%</td>
<td>90%</td>
<td>92%</td>
<td>91%</td>
<td>89%</td>
<td>92%</td>
<td>90%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>17</td>
<td>16</td>
<td>30</td>
<td>37</td>
</tr>
<tr>
<td>2011</td>
<td>18</td>
<td>15</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>2010</td>
<td>16</td>
<td>15</td>
<td>35</td>
<td>33</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

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

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

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

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

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).
To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

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 2012” and to ‘Close the Gap in student attendance’.

In 2012 the NAPLAN Year 3 indigenous student mean was below the non-indigenous student mean in the area of Reading and Numeracy. The gap was significantly less than that of other schools in the region and state.

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

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

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

In 2012 attendance rates indicated that our indigenous student’s attendance rate was on a par with the attendance of non-indigenous students.