Sandy Strait State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

Sandy Strait State School is a Band 9 co-educational school situated in Hervey Bay, Wide Bay Burnett Region, Queensland. The school provides education from Prep to Year 7 across the eight Key Learning Areas. The school provides a supportive environment for the full range of students. The services of a Guidance Officer and a Chaplain are available to support the school community. Sandy Strait provides specialist instruction in Mandarin, HPE and Music as well as Instrumental Music. Students with learning needs are supported through Whole School Model of Support.

The school facilities are modern and well maintained providing an attractive environment for the school and the wider community.

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.

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 2018 school year.

School Progress towards its goals in 2018
In 2018, our priority areas were:

Successful Learners – Improve Attendance, Cater for Students Needs and Analyse Data

Great People Quality Teaching – Develop Quality Teaching in Literacy, Numeracy and the National Curriculum

Great People Performance – Develop Learning Communities and Implement Explicit Improvement Agenda

Future Outlook

In 2019, our aim is to ensure that each child receives:

First Class teaching and learning in a safe and supportive environment.

Our priority area is:

Differentiated Teaching and Learning

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	656	664	713
Girls	324	331	365
Boys	332	333	348
Indigenous	92	95	104
Enrolment continuity (Feb. – Nov.)	92%	94%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The student population of Sandy Strait State School is drawn from a wide area of the Bay, with students from River Heads, Booral and Urangan making up the majority of the students. A significant number of students travel to school by bus.

New arrivals, particularly from interstate are frequent. The student population is diverse, with representation from a range of cultural backgrounds.

Indigenous students make up approximately 12 % of the population. A number of students require additional support through our Literacy/ Numeracy Support Team.

A Whole School Model of Support is in place supporting students with a range of disabilities.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	21	24
Year 4 – Year 6	23	23	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our Approach to Curriculum Delivery
Our vision and school wide pedagogical principles are embedded in the curriculum offered to our students. Teaching and learning at Sandy Strait State School incorporates
- English (a minimum of seven hours instruction per week, with an expected ten hours in prep to year five)
- Mathematics (a minimum of five hours instruction per week)
- Science (a minimum of one hour instruction per week in prep to year 2, 1.75 hours in years 3,4,5 and 6)
- HAAS (a minimum of half an hour in prep to year 2, 1 hour in years 3 to 6)

These subjects are treated as discrete, focused key learning areas and are taught according to the Australian National Curriculum.

Specialist lessons are taught by specialist staff in Music, Mandarin Chinese LOTE and Health and Physical Education.

Support is offered to students and staff through:
- Support and intervention through our Whole School Model of Support (in consultation with the leadership team, class teachers and the Student Support Team)
- Specialist intervention programs are on offer in Literacy and Numeracy
- Teacher Aides who work extensively throughout the school supporting Literacy and Numeracy development
- Individual Curriculum Plans for students working above or below age appropriate levels.
- Multi-tiered approach to support students with diagnosed disabilities including intensive support classes with a teacher and dedicated teacher aide supporting students to access the curriculum, in class differentiated and small group focus support depending on the student's 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

Co-curricular Activities
Students at Sandy Strait have been engaged in the following extra- curricular activities in 2016:
- Music Showcase
- Maths Team Challenge
- Environmental Club- "Young Greenies"
- Instrumental Music- Strings, woodwind, brass and percussion.
- Stage Band and String Ensemble
- Band and Strings Workshops – Beginners, intermediate and advanced.
- Sandy Strait State School Choir – Yrs 2-6
- Student Leadership- Student Leaders, House Captains
- Sports Coaching Clinics
- Sports with Friends for Special Needs Students.
- Gala sports in Yrs 4-7
- School Athletics Carnivals – Junior and Senior.
- Zone, Regional and State Carnivals
- Swimming carnivals
- Local Chaplaincy Committee

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

Overview
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. ***"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 RIBBIT 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	100%	98%
• this is a good school (S2035)	97%	100%	94%
• their child likes being at this school* (S2001)	100%	97%	96%
• their child feels safe at this school* (S2002)	97%	97%	98%
• their child's learning needs are being met at this school* (S2003)	92%	100%	94%
• their child is making good progress at this school* (S2004)	94%	100%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	97%	93%
• teachers at this school motivate their child to learn* (S2007)	94%	100%	96%
• teachers at this school treat students fairly* (S2008)	94%	91%	89%
• they can talk to their child's teachers about their concerns* (S2009)	94%	94%	91%
• this school works with them to support their child's learning* (S2010)	94%	100%	92%
• this school takes parents' opinions seriously* (S2011)	94%	94%	91%
• student behaviour is well managed at this school* (S2012)	92%	94%	87%
• this school looks for ways to improve* (S2013)	91%	100%	100%
• this school is well maintained* (S2014)	97%	100%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	98%	99%
• they like being at their school* (S2036)	96%	98%	98%
• they feel safe at their school* (S2037)	95%	98%	100%
• their teachers motivate them to learn* (S2038)	100%	98%	100%
• their teachers expect them to do their best* (S2039)	99%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	98%
• teachers treat students fairly at their school* (S2041)	96%	98%	100%
• they can talk to their teachers about their concerns* (S2042)	95%	94%	94%
• their school takes students' opinions seriously* (S2043)	96%	94%	95%
• student behaviour is well managed at their school* (S2044)	93%	84%	91%
• their school looks for ways to improve* (S2045)	100%	98%	98%
• their school is well maintained* (S2046)	99%	98%	98%
• their school gives them opportunities to do interesting things* (S2047)	95%	98%	98%

Percentage of students who agree[#] that:	2016	2017	2018

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree[#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
• they receive useful feedback about their work at their school (S2071)	91%	91%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	97%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	98%	96%
• staff are well supported at their school (S2075)	94%	98%	98%
• their school takes staff opinions seriously (S2076)	91%	96%	95%
• their school looks for ways to improve (S2077)	100%	98%	98%
• their school is well maintained (S2078)	96%	96%	95%
• their school gives them opportunities to do interesting things (S2079)	87%	91%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Sandy Strait State School welcomes parental involvement. Our philosophy is parents / caregivers and teachers working together so that students achieve to their full potential. We have a tradition of parents volunteering in our school to assist class teachers and students. All parents / caregivers are welcome to provide class support.

Participation via the Parents and Citizens Association, special purpose committees and working parties is also welcomed.

Parents are often invited to participate and share various learning and classroom celebrations at the conclusion of units of work. Parents and members of the community are invited to attend various activities in which students share their new found knowledge and hard work with our school community.

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

Our school Facebook page has 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.

Respectful relationships programs

Sandy Strait school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our school uses the 'Kids Matters' program which is specially tailored to focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict with violence and to recognise, react and report when they, or others, are unsafe.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	33	26	32
Long suspensions – 11 to 20 days	0	2	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing the school's environmental footprint

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 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	113,413	151,066	144,016
Water (kL)	2,634	8,201	13,033

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
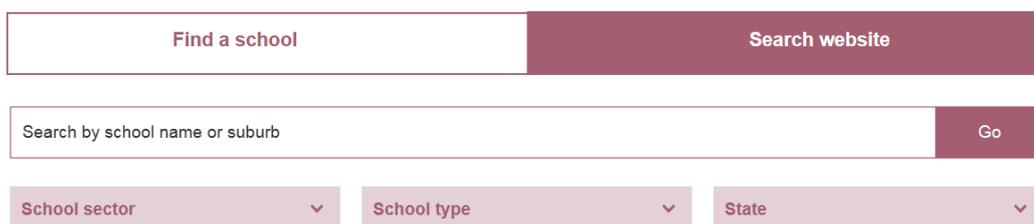
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

    View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	48	38	<5
Full-time equivalents	46	22	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	4
Graduate Diploma etc.*	1
Bachelor degree	40
Diploma	3
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $34,191.

The major professional development initiatives are as follows:

Professional Development Opportunities	Audience
SSP Program	Year 1-3

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

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

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

Professional Development Opportunities	Audience
Ongoing Professional network meetings that focus on building a consistent and effective approach to the teaching of reading	Teachers and Teacher Aldes

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

Professional Development Opportunities	Audience
Fund the release meetings to discuss English and maths practices.	Teachers

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

Professional Development Opportunities	Audience
Continue to provide opportunities for lead teachers to further enhance their ability to embed the Australian Curriculum.	Teachers

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	92%
Attendance rate for Indigenous** students at this school	89%	89%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	93%	91%
Year 1	91%	93%	92%
Year 2	91%	93%	93%
Year 3	93%	93%	92%
Year 4	93%	92%	92%
Year 5	91%	93%	93%
Year 6	92%	91%	94%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	16	13	24	48
2017	16	10	25	49
2018	16	12	26	46

Proportion of Students
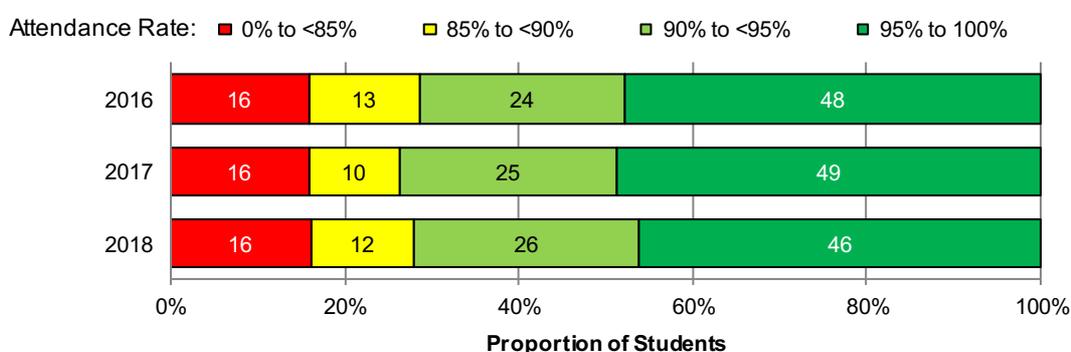
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Description of how non-attendance is managed by the school

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

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

Text messaging is 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Please delete the *Year 12 outcomes* section if your school does not have senior secondary students.