



Sandy Strait State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

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.

Principal's Foreword

Introduction

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 2016 school year.

School Progress towards its goals in 2017

In 2017, our priority areas were:

Successful Learners – Improve Attendance, Cater for Students Needs and Analyse Data (PARTIALLY COMPLETED - ONGOING 2018)

Great People Quality Teaching – Develop Quality Teaching in Literacy, Numeracy and the National Curriculum (PARTIALLY COMPLETED - ONGOING 2018)

Great People Performance – Develop Learning Communities and Implement Explicit Improvement Agenda (COMPLETED 20168)

Future Outlook

In 2018, our aim is to ensure that:

All students will achieve at least a year's growth in Numeracy and Reading for a year's input of teaching.

Our priority areas are:

READING

NUMERACY

ATTENDANCE

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	658	321	337	77	90%
2016	656	324	332	92	92%
2017	664	331	333	95	94%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	22	21
Year 4 – Year 6	22	23	23
Year 7 – Year 10			
Year 11 – Year 12			

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. ***“Program Achieve – You Can Do It”*** identifies five foundations that support the success of achieving students – Confidence, Persistence, Organisation, Getting Along and Resilience.

Across the school focussed classroom teaching occurs around the “You Can Do It” program. Both inside and outside the classroom the language of this program is heard throughout our school. We believe it is important to establish a learning community within each classroom and dedicate time for children to understand themselves as learners and for partnerships to be developed both within the classroom and between home and school.

Rewards for good behaviour include the ‘You Can Do It’ awards. Recognition is made each week on assembly of the children who have demonstrated any of the 5 Keys to Success- confidence, persistence, resilience, getting along and organisation. Classroom teachers also recognise the Keys to Success with “You Can Do It” certificates, which are also presented on assembly.

The 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	94%	100%
this is a good school (S2035)	93%	97%	100%
their child likes being at this school* (S2001)	100%	100%	97%
their child feels safe at this school* (S2002)	100%	97%	97%
their child's learning needs are being met at this school* (S2003)	97%	92%	100%
their child is making good progress at this school* (S2004)	94%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	86%	97%
teachers at this school motivate their child to learn* (S2007)	97%	94%	100%
teachers at this school treat students fairly* (S2008)	94%	94%	91%
they can talk to their child's teachers about their concerns* (S2009)	93%	94%	94%
this school works with them to support their child's learning* (S2010)	97%	94%	100%
this school takes parents' opinions seriously* (S2011)	94%	94%	94%
student behaviour is well managed at this school* (S2012)	94%	92%	94%
this school looks for ways to improve* (S2013)	94%	91%	100%
this school is well maintained* (S2014)	97%	97%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	99%	98%
they like being at their school* (S2036)	98%	96%	98%
they feel safe at their school* (S2037)	99%	95%	98%
their teachers motivate them to learn* (S2038)	98%	100%	98%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	99%
teachers treat students fairly at their school* (S2041)	93%	96%	98%
they can talk to their teachers about their concerns* (S2042)	94%	95%	94%
their school takes students' opinions seriously* (S2043)	94%	96%	94%
student behaviour is well managed at their school* (S2044)	94%	93%	84%
their school looks for ways to improve* (S2045)	96%	100%	98%
their school is well maintained* (S2046)	96%	99%	98%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	98%

Staff opinion survey

Performance measure			
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Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	98%	98%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	93%	91%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	96%	96%	98%
staff are well supported at their school (S2075)	96%	94%	98%
their school takes staff opinions seriously (S2076)	94%	91%	96%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	96%	96%	96%
their school gives them opportunities to do interesting things (S2079)	96%	87%	91%

* 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 clearly parents / caregivers and teachers working together so that students achieve to their full potential. We have a tradition of parents volunteering in our school to assist class teachers and students. All parents / caregivers are welcome to provide class support.

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

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

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

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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	47	33	26
Long Suspensions – 11 to 20 days	2	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	129,269	2,995
2015-2016	113,413	2,634
2016-2017	151,066	8,201

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

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 <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	46	33	<5
Full-time Equivalents	43	21	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	1
Bachelor degree	38
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

**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 2017 were \$45 678.

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 Coaching emphasising the key elements of evidence based action research and narrow (deep) focus	Teachers

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

Professional Development Opportunities	Audience
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Ongoing Professional network meetings that focus on building a consistent and effective approach to the teaching of reading	Teachers and Teacher Aides
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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 maths and numeracy 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 ICT within the teaching and learning process	Teachers

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	89%	89%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

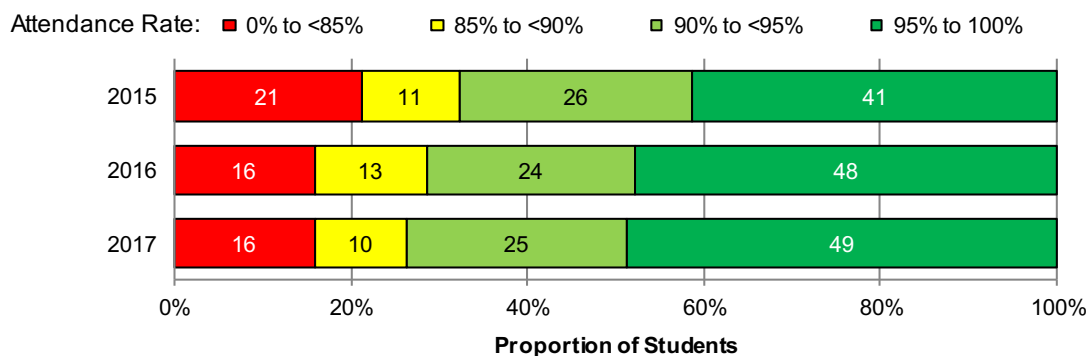
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	90%	91%	92%	91%	90%	91%						
2016	92%	91%	91%	93%	93%	91%	92%						
2017	93%	93%	93%	93%	92%	93%	91%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 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 are available via the My School website at <http://www.myschool.edu.au/>. To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

School name

Suburb, town or postcode

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