



Sarina State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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From the Principal

School overview

Sarina is a small, rural, coastal town supported by industries including sugar, coal, beef, fishing, railways and a small commercial sector. By and large our parent community works locally in professional and skilled trades to support those industries and associated services. There is some transience in the community, related to job and accommodation opportunities. Sarina State School is a co-educational primary school offering enrolments from Prep to Yr 6.

It is our school's belief that Curriculum, Pedagogy, Assessment and Reporting are closely interrelated and interdependent, which enables and promotes life long learning. All curriculum is delivered through the Australian Curriculum. We work closely with our Sarina cluster primary and secondary schools to ensure continuity and consistency in Curriculum, Teaching and Learning. We aim for our students to exit Year 6 with a balanced education that empowers them to become productive, contributing citizens. Our school purpose is 'to maximise the life long learning outcomes for all students' and our school motto is 'Aim High'.

School progress towards its goals in 2018

When reflecting on the 2018 AIP 90% of the goals set have been completed, but there is a need to continue to work on building as many ways as possible to communicate with families as possible about the school.

The other areas that the school will continue to build and reflect on is the home/school partnership in early years reading. More work needs to occur in this space.

There were some exceptionally outstanding results in the following areas:

- ✓ Overall the School Opinion Survey for Students was significantly higher for students than across the state
- ✓ 90% of students provided with intensive support met or surpassed their learning goals
- ✓ 100% of students engaged in the Australian Curriculum with fidelity
- ✓ Positive Behaviour for Learning was implemented, with a 50% increase in the number of positive referrals in 2018
- ✓ 89% of students were invited to participate in the term 4, 2018 Behaviour Rewards Day due to the implementation of PBL successfully.
- ✓ There was a 40% decrease in the suspension rate of students
- ✓ There was a 60% decrease in the number of individual students case managed because of suspension

Future outlook

2019 is a year of review, and the school is looking forward to working with students, parents, community and partners to review the current position through both the QSR and School Review to reflect the strengths and opportunities for the school in the next four years.

There has been considerable forward momentum in the last few years with the focus on student behaviour and communication making a considerable difference in the school, and the review process will allow all stakeholders to work together to form a plan on how to best capitalise on this to improve the future prospects of all students through the successful engagement in school as lifelong learners at Sarina State School.

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 | 469 | 465 | 452 |
| Girls | 196 | 204 | 202 |
| Boys | 273 | 261 | 250 |
| Indigenous | 111 | 99 | 101 |
| Enrolment continuity (Feb. – Nov.) | 89% | 91% | 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 body consists of a mixture of students who reside in the township of Sarina, those who reside in the surrounding beachside suburbs, and families who live on rural blocks. There is a mixture of heritages across the campus, with many students identifying as having grandparents or parents from overseas, although most students speak standard Australian English as their first and only language.

Approximately 22% of the student body is Aboriginal, Torres Strait Islander or South Sea Islander, and they have a rich and diverse range of history and knowledge to share with the school. A significant proportion of these students have English as a second language.

Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 22 | 22 | 24 |
| Year 4 – Year 6 | 23 | 26 | 27 |
| 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

At Sarina State School our Whole School Curriculum Framework is informed by the Australian Curriculum P-12 Curriculum, assessment and reporting framework which specifies the requirements for Queensland state schools for delivering the curriculum.

The Australian Curriculum is the main curriculum delivered at Sarina State School with 100% uptake from all teaching staff on implementing all Key Learning Areas from classroom teachers to specialist teachers. The school has developed and implemented a highly systematic and strategic school curriculum overview and unit plans based on the Australian Curriculum. The school curriculum overviews, also feature a strong sequential element ensuring that curriculum continuity for multi-age classes has been closely considered, where possible students who are in a multi-age class one year will not be in the following year.

The Head of Curriculum keeps track of what units' students have completed so as to not repeat the following year. At Sarina State School we deliver the Australian Curriculum through the use of C2C units for each Key Learning Area. Each key learning area has been audited by the use of the school curriculum intent documents which identifies all the Australian Curriculum cross checked across the semester and in terms and which units.

Teachers are taken offline to work with the Head of Curriculum using the school's Unpacking units of work document which identifies: the intent of the unit, the assessment (both formative and summative) - differentiation of the task, the curriculum- staff highlight the critical content within the unit to know what must be taught in order to achieve in the assessment, GTMJ- staff highlight the achievement standards within the GTMJ, identify the areas to ensure how students can obtain an A B or C.

The plan also identifies the school's key priorities e.g. Explicit Instruction and Consolidation lessons- staff identify within the unit which lessons will be explicit instruction lessons and what content will be delivered in Consolidation lessons. Students who are identified as requiring an ICP are mapped across a school based document using the Achievement Standards with evidence collected and are assessed on a 5 point scale.

The ICP's for students who have been verified are collaboratively completed by the HOSES, class teachers and parents, all other students requiring an ICP are collaboratively completed by the Head of Curriculum, class teachers and parents. All these students are supported by differentiating their assessment tasks to their ICP level. These students are supported by the Learning Support Teacher and additional teacher aid support. The Head of Teaching, Learning and Curriculum and the HOSES maintain the upkeep of the ICPs with regular consultation with class teachers and parents adjusting as students' progress.

In order for teachers to implement English and Science units of work, staff are provided with a kit of resources to teach each unit effectively. One of the Explicit Improvement Agendas- Reading is embedded in daily classroom practice with all teachers using the Whole School Reading program focusing on the reading strategies, comprehension strategies and the comprehension framework Question Answer Relationship strategy. All staff including teacher aides have been provided with professional development, classroom resources in order to teach reading effectively to all students. All staff follow the explicit teaching of each strategy overview each term which highlights as a whole school everyone focusing on the same strategy.

Assessment is the purposeful, systematic and ongoing collection of information that is used as evidence making reliable and consistent judgements about student learning and in reporting to parents. At Sarina State School effective assessment is used to evaluate the effectiveness of the teaching programs, inform decisions about students' future learning, make judgements about student's achievements and assist student learning related to outcomes.

At Sarina State School the whole school assessment plan provides an overview across all year levels and learning areas of:

- The purpose of assessment (standardised, diagnostic, formative and summative)
- When the assessment will take place
- The amount and timing of assessment
- Processes for achieving consistency of teacher judgement

Co-curricular Activities

Many sporting opportunities are offered at various levels of representation:-

- Rugby League
- Netball
- AFL
- Tennis
- Athletic
- Cross Country
- FUTSAL

- Soccer
- Basketball
- Cricket
- Colour Run
- Swimming

Students participate as part of our school athletics program, move on to a cluster level then to participation in the Mackay District Sports Association. Students successful at this level progress to the Capricornia level.

The school's Music program provides enrichment for music students performing at District Competitions and other public events. Ways to participate include:

- The Recorder Ensemble
- Senior Choir
- Junior Choir
- Strings Bang
- Instrumental Music Program
- Dance Program

There are also other clubs and activities during the year such as:

- Gardening Club
- Chess Club
- Robotics
- Optiminds
- ANZAC Day and ANZAC March
- NAIDOC Day
- STEM
- Camps and Excursions
- McDonald's Maths Challenge
- ICAS: English, Maths, Science and Writing
- Book Week
- Premier's Reading Challenge
- Sarina Show Activities
- QCWA Activities
- QLD Rail, Mackay Council and Landcare Activities

How Information and Communication Technologies are used to Assist Learning

The school overhauled the computer lab in 2017 and installed 30 new desktop machines in the library lab, as well as installing a new second lab of 24 laptops in I block. This gives the school the capability of offering students multiple technology lessons per week, and enhances their units of work through the Australian Curriculum.

The school also worked with the community to investigate and implement iPad classes for 2018. This was done through community consultation, workshops and parent evenings. Both students and parents were shown how iPads could be used to support learning and uptake for 2018 was significant.

Teachers are running extra-curricular classes in digital technology, such as iPad clubs, robotics and STEM clubs to also enhance student learning. In 2018 the school ran a STEM workshop for students in years 5 and 6 to foster skills in science and digital technology. This was again highly successful, and Sarina offered this to partner schools to participate with them on the days.

Social climate

Overview

In 2018, the school continued to invest in PBL as a whole school positive behaviour system. Throughout the year, students were taught explicitly the four school rules (Be a Learner, Be Responsible, Be Respectful and Be Safe). Each fortnight there was a whole school behaviour focus, which was chosen through the analysis of our school's data set. Lessons were delivered to students around the focus rule and they were challenged to demonstrate that particular behaviour at school. Students were awarded 'Gotyas' for demonstrating a particular behaviour. When

students were awarded 50 Gotyas for a specific behaviour category they would receive a certificate and their face added to a PowerPoint slide presentation, which played at the weekly parade celebration.

Once a student had obtained 50 Gotyas from each category they would receive a Golden Kookaburra badge, which they proudly wore on a daily basis.

Supporting students “at risk” was a priority in 2018 and this was achieved by:

- Assistance to collaboratively and effectively coordinate support for those students identified as needing moderate to intensive support
- A team based approach for providing individualised support that may or may not include high levels of adjustments
- The effective analysis of academic, behaviour and attendance data for the accurate identification of students requiring individualised support
- Research validated procedures in place for the assessment and support of students requiring intensive, individualised support (e.g. PBL tier 2 and 3 strategies)
- Support for the identification and implementation of the appropriate educational adjustments for these students
- Promotion of the model of case management within the school regarding the support of these students

The Behaviour Support Team constituted of:

- A representative of the school’s executive team
- Guidance Officer
- HOSES

The school also has a partnership with Life Education to sponsor the Life Education Van for all students to participate at no cost, which was a fundamental part of the school’s social skills program in 2018. Brave Hearts also spoke with all P-3 students, teaching them about personal safety and protective behaviors.

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) | 98% | 96% | 100% |
| • this is a good school (S2035) | 100% | 96% | 100% |
| • their child likes being at this school* (S2001) | 91% | 96% | 96% |
| • their child feels safe at this school* (S2002) | 96% | 92% | 92% |
| • their child's learning needs are being met at this school* (S2003) | 91% | 88% | 96% |
| • their child is making good progress at this school* (S2004) | 94% | 92% | 96% |
| • teachers at this school expect their child to do his or her best* (S2005) | 96% | 96% | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 98% | 100% | 100% |
| • teachers at this school motivate their child to learn* (S2007) | 94% | 100% | 92% |
| • teachers at this school treat students fairly* (S2008) | 91% | 92% | 96% |
| • they can talk to their child's teachers about their concerns* (S2009) | 98% | 100% | 100% |
| • this school works with them to support their child's learning* (S2010) | 96% | 96% | 100% |
| • this school takes parents' opinions seriously* (S2011) | 85% | 88% | 90% |
| • student behaviour is well managed at this school* (S2012) | 85% | 79% | 96% |
| • this school looks for ways to improve* (S2013) | 94% | 96% | 91% |
| • this school is well maintained* (S2014) | 100% | 96% | 92% |

| Percentage of parents/caregivers 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 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 99% | 100% | 98% |
| • they like being at their school* (S2036) | 99% | 96% | 95% |
| • they feel safe at their school* (S2037) | 92% | 98% | 87% |
| • their teachers motivate them to learn* (S2038) | 99% | 98% | 97% |
| • their teachers expect them to do their best* (S2039) | 99% | 100% | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 100% | 96% | 95% |
| • teachers treat students fairly at their school* (S2041) | 95% | 93% | 95% |
| • they can talk to their teachers about their concerns* (S2042) | 94% | 91% | 95% |
| • their school takes students' opinions seriously* (S2043) | 93% | 86% | 91% |
| • student behaviour is well managed at their school* (S2044) | 92% | 93% | 90% |
| • their school looks for ways to improve* (S2045) | 100% | 98% | 100% |
| • their school is well maintained* (S2046) | 99% | 96% | 97% |
| • their school gives them opportunities to do interesting things* (S2047) | 97% | 97% | 97% |

* 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) | 95% | 97% | 97% |
| • they feel that their school is a safe place in which to work (S2070) | 93% | 92% | 97% |
| • they receive useful feedback about their work at their school (S2071) | 86% | 81% | 77% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 93% | 87% | 95% |
| • students are encouraged to do their best at their school (S2072) | 91% | 97% | 100% |
| • students are treated fairly at their school (S2073) | 95% | 89% | 90% |
| • student behaviour is well managed at their school (S2074) | 82% | 80% | 81% |
| • staff are well supported at their school (S2075) | 93% | 86% | 90% |
| • their school takes staff opinions seriously (S2076) | 93% | 76% | 84% |
| • their school looks for ways to improve (S2077) | 95% | 92% | 100% |
| • their school is well maintained (S2078) | 93% | 94% | 97% |
| • their school gives them opportunities to do interesting things (S2079) | 93% | 80% | 87% |

| Percentage of school staff 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.

Parent and community engagement

Parent engagement through the P&C was continued to be built, as was the development of the use of media technology such as Facebook, txt messaging and other media communication tools. The continued uptake of digital communication between classroom teachers and parents has seen faster and more efficient communication, which has in turn increased parental confidence and communication with the school. The use of Classroom Dojo has been well accepted by parents.

The school implemented Q Parents in 2018, and this had an uptake rate of approaching 20%. Parents are actively using Q parents to find information and track their child's progress.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is focused around the support and engagement of the Guidance officer with students.

In 2017 the school introduced the Brave Hearts Program, which has continued, P-3, and in 2018 the school successfully worked with Life Education to obtain sponsorship to allow all students to participate in the program at no cost. This allows students to engage in social and lifestyle programs that are both socially and age appropriate without impacting on the economic circumstances of families.

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 | 76 | 46 | 28 |
| Long suspensions – 11 to 20 days | 1 | 0 | 1 |
| Exclusions | 2 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Environmental footprint

Reducing this school's environmental footprint

The school continued to maintain their recycling programs, gardening programs and the use of rainwater for all toilets and no drinking water usage. The use of pumps to aid water pressure has reduced water usages over 4 years significantly. In 2017 all drink taps were replaced with water friendly nozzles, and some leaking drink fountains were shut down. This made a significant difference to water usage, along with student bringing water bottles to use in classrooms for regular drinks. Students demonstrate environmental awareness by turning off taps and notifying the grounds man when they see water issues.

Replacement of older style air conditioners with more energy efficient machines over time will make an ongoing impact.

Other environmental friendly initiatives have included extensive planting, increased mulching around the grounds, and the inclusion of the school in the cash for cans recycling program to encourage both responsible recycling and raise funds for the P&C.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 218,623 | 227,286 | 219,443 |
| Water (kL) | 1,859 | 1,109 | 1,082 |

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.

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

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

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 | 32 | 21 | <5 |
| Full-time equivalents | 31 | 14 | <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.* | 3 |
| Bachelor degree | 22 |
| Diploma | 2 |
| Certificate | 1 |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$57,600

The major professional development initiatives are as follows:

- Faces on the Data: Book Study
- Positive Behaviour for Learning
- Principal's Conference
- PECS Training
- Writing workshops
- NAPLAN Online
- Reading
- Maths
- Behaviour Management
- Choir Skills
- Anita Archer Train the Trainer
- Autism in the classroom
- First Aid Training
- Mandatory Training

The proportion of the teaching staff involved in professional development activities during 2018 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. | 97% | 97% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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 | 93% | 92% | 90% |
| Attendance rate for Indigenous** students at this school | 91% | 89% | 87% |

* 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).

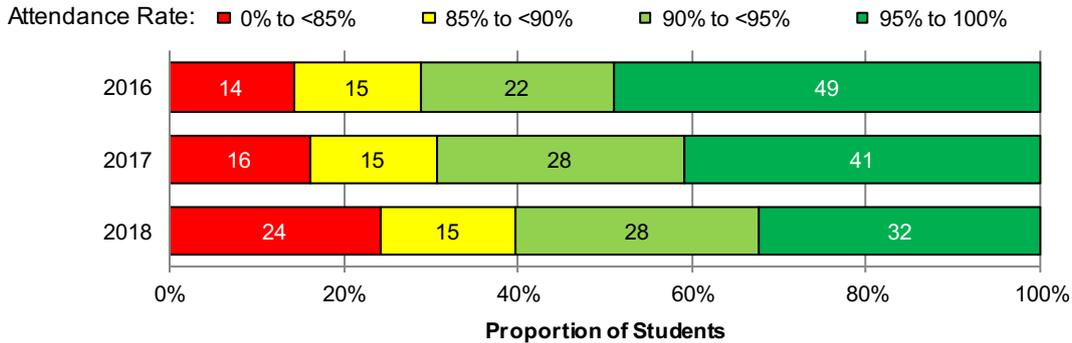
** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep | 92% | 91% | 90% |
| Year 1 | 92% | 91% | 90% |
| Year 2 | 93% | 92% | 90% |
| Year 3 | 92% | 92% | 89% |
| Year 4 | 93% | 92% | 92% |
| Year 5 | 94% | 90% | 90% |
| Year 6 | 93% | 93% | 87% |

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

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

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.