Sarina State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

Postal address:	PO Box 65 Sarina 4737
Phone:	(07) 4964 8888
Fax:	(07) 4964 8800
Email:	principal@sarinass.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	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'.

Principal's Forward

Introduction

School Progress towards its goals in 2016

In 2016 the school worked to achieve the following goals:

- The percentage of students above the NMS in NAPLAN was achieved. This was likely due to the school having continued focus on reading and supporting students to succeed.
- The school and the P&C worked collaboratively to purchase banks of iPads for use in classrooms and increase technology use across all curriculum areas. This successfully met the goal of increasing the percentage of lessons delivered using technology.
- Teachers worked using the Explicit Teaching pedagogy to improve practise. This saw greater teacher proficiency and skill across the campus.
- Consolidation lessons are an embedded part of daily teaching practise.
- Data was used to inform practise by all staff on a regular basis and as a part of planning.
- School wide programs, such as the Sarina Spelling Program, were implemented P-6.

Future Outlook

- ✓ To increase the number of students achieving in the U2B in reading and numeracy.
- ✓ To refine the schools writing process to align to the Australian Curriculum.
- ✓ Work will continue to be done to support students who have poor literacy and numeracy skills, especially those who are identified in the early years.
- ✓ To ensure that Induction Programs embed the school practises in new staff.
- ✓ To address the school culture and climate, especially around behaviour, student engagement and student support.

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	501	231	270	107	87%
2015*	459	206	253	99	93%
2016	469	196	273	111	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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.

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

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 3	23	24	22
Year 4 – Year 7	26	23	23

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.

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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. Key priorities in Literacy- VCOP and Big Write, in Maths- problem solving strategy RUCSAC, in Science the 5 E's approach. Also on the planner staff identify differentiation for all students using the differentiation planner-Content-Process-Product-Environment. Students who are identified as requiring an ICP are mapped across a school based document using the Achievement Standards with evidence collected.

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

The range of extra curricula activities offered in our school caters for a wide range of student interest areas. These activities include the following:
Many sporting opportunities are offered at various levels of representation - Rugby League, Netball, AFL, Tennis, Athletics, Cross Country, Soccer, Basketball and Cricket. 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 Instrumental Music program provides enrichment for music students performing at District Competitions and other public events. The Recorder Ensemble practice weekly and perform every Friday for the school community.
Our school has a rich cultural heritage and involvement with local indigenous associations and families. School celebrations have been held for NAIDOC week, Mabo Day, Harmony Day, Reconciliation week and National Sorry Day. Many of our students are proudly involved with various aspects of the organisation of these events at both a school and community level.

How Information and Communication Technologies are used to Assist Learning

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The school, with the support of the P&C, purchased 120 iPad mini's in 2016 to be placed in classrooms to form banks of machines for classrooms use.   Along with a range of robotics equipment, these ipads are being used to enhance classroom experiences and engage student learning.

Teachers are running extra-curricular classes in digital technology, such as iPad clubs, robotics and STEM cubs to also enhance student learning. In 2016 the school ran a STEM workshop for students in years 5 and 6 to foster skills in science and digital technology.

Social Climate

Overview
You Can Do It was implemented at Sarina State School as a school wide positive behaviour program. Throughout this implementation, students have been taught about the '5 keys to success'. The keys are Organisation, Persistence, Resilience, Confidence and Getting Along. Students are taught about these keys, how they can use them and the benefit they have. Each week, we have a focus key. Lessons are delivered to students around the focus key and they are challenged to demonstrate that particular behaviour at school. Students are awarded 'good ones' for demonstrating a particular key behaviour. When they are awarded with 25 good ones for a specific key, they are awarded with a wrist band that students proudly wear to school. Once a student has obtained all 5 wrist bands for all 5 key areas, they are considered to be a gold key kid. Students are then presented with a gold key kid shirt that they can wear around the school. Our 'student of the week' award has been linked to the focus key for the week.

The Social Justice Committee goals are to provide:
- assistance for collaboratively and effectively coordinating 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 use 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. SWPBS 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 team is constituted of:
- A representative of the school's executive team
- Guidance Officer
- HOSES
- Chaplain

Communication between members will be enhanced through:
- Case conferences and reviews
- Informal case discussion between parties
- Emails between team members
- Case registration and record-keeping on individual student's One School page

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	97%	98%
this is a good school (S2035)	92%	97%	100%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child likes being at this school* (S2001)	100%	100%	91%
their child feels safe at this school* (S2002)	92%	100%	96%
their child's learning needs are being met at this school* (S2003)	89%	94%	91%
their child is making good progress at this school* (S2004)	89%	97%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%	98%
teachers at this school motivate their child to learn* (S2007)	100%	97%	94%
teachers at this school treat students fairly* (S2008)	87%	91%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	97%	97%	96%
this school takes parents' opinions seriously* (S2011)	91%	94%	85%
student behaviour is well managed at this school* (S2012)	76%	97%	85%
this school looks for ways to improve* (S2013)	95%	97%	94%
this school is well maintained* (S2014)	95%	91%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	94%	92%	99%
they like being at their school* (S2036)	95%	93%	99%
they feel safe at their school* (S2037)	90%	92%	92%
their teachers motivate them to learn* (S2038)	98%	98%	99%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	100%
teachers treat students fairly at their school* (S2041)	92%	91%	95%
they can talk to their teachers about their concerns* (S2042)	84%	91%	94%
their school takes students' opinions seriously* (S2043)	87%	93%	93%
student behaviour is well managed at their school* (S2044)	60%	81%	92%
their school looks for ways to improve* (S2045)	99%	97%	100%
their school is well maintained* (S2046)	88%	88%	99%
their school gives them opportunities to do interesting things* (S2047)	86%	96%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	89%	98%	95%
they feel that their school is a safe place in which to work (S2070)	94%	95%	93%
they receive useful feedback about their work at their school (S2071)	82%	80%	86%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	92%	93%
students are encouraged to do their best at their school (S2072)	100%	98%	91%
students are treated fairly at their school (S2073)	81%	95%	95%
student behaviour is well managed at their school (S2074)	67%	77%	82%
staff are well supported at their school (S2075)	86%	86%	93%
their school takes staff opinions seriously (S2076)	79%	88%	93%
their school looks for ways to improve (S2077)	100%	100%	95%
their school is well maintained (S2078)	97%	80%	93%
their school gives them opportunities to do interesting things (S2079)	82%	83%	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

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.

Respectful relationships 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.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	95	67	76
Long Suspensions – 6 to 20 days	2	1	1
Exclusions	3	0	2
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	221,947	5,672
2014-2015	226,723	2,893
2015-2016	218,623	1,859

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.

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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
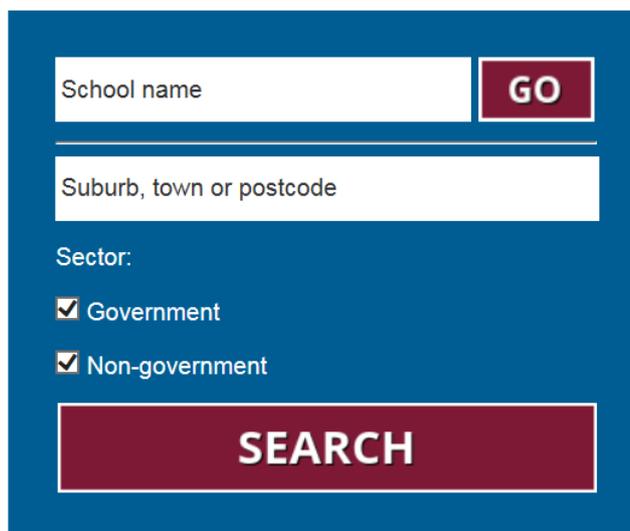
School name | GO
Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	34	25	<5
Full-time Equivalents	32	18	<5

Qualification of all teachers

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	32
Diploma	1
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 2016 were $32,446.21.

The major professional development initiatives are as follows:

- Observations and consolidations
- Explicit Teaching
- Big Write

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

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STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	91%	91%

*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 2016 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
2014	91%	91%	90%	92%	91%	91%	93%	90%					
2015	93%	92%	94%	92%	94%	93%	93%						
2016	92%	92%	93%	92%	93%	94%	93%						

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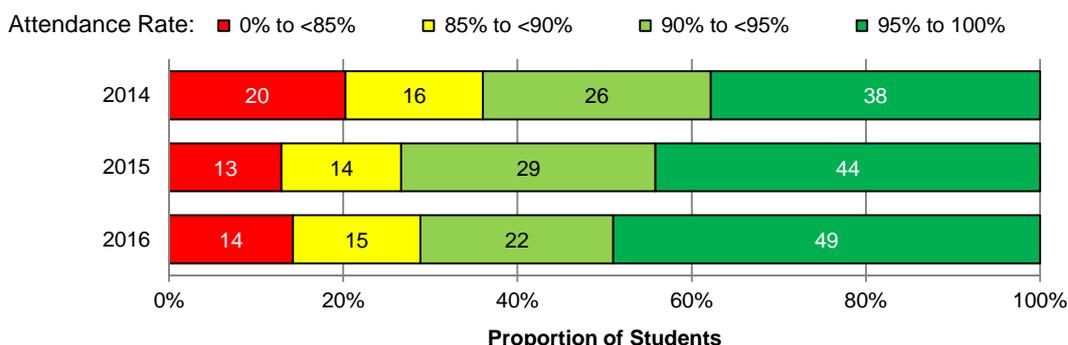
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording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

The school successfully implemented MGM txt to home messaging in 2015 and this continued in 2016 as a too to contact parents. This systems allows parents to notify the school if their child is away and has led to a reduction in unexplained absences and total absences.

In 2016 a strong system of enforcing attendance through the use of the Education General Provisions Act 2006 was utilized with varying degrees of success.   Further work will be explored in engaging students at risk based on the research and practice of 2016.

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.**

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Find a school

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 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.

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