Sarina State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

The purpose of this document is to summarise our school's performance in relation to our core business of teaching and learning, our staff and our community.

Our motto of 'Aim High' is noted in all classrooms, on the sporting field and in the music and instrumental music program.
Our school values excellence in teaching and learning and ensuring that all children who attend our school are provided with a high standard of education. We are a well-resourced school with modern facilities and assistive teaching devices.
This report is a snapshot of the 2015 academic school year. As a staff we are committed to providing the youth of Sarina and surrounding communities with a great education and we will continue to work hard to ensure our school becomes an even better school.

We actively welcome any feedback, questions or queries that you may have. For those who are not able to access this report electronically, a paper copy is available on request from the school office.

School progress towards its goals in 2015

Our school's explicit improvement agenda focused on Reading, Writing and Numeracy as the main focus areas for improvement in 2015. The below table reflects the progress against the targets identified through our GRG funding.

Year 5 U2B % for Writing (NAPLAN)	32.2%	Not-Achieved
Year 5 U2B % for Numeracy (NAPLAN)	15.6%	Achieved
Accelerated Learning Program (ALP)	Implemented	Achieved
Year 1 – 6 % Average A – C for English (Semester 2)	80.3%	Achieved
Year 1 – 6 % Average A – C for Mathematics (Semester 2)	82.3%	Achieved

In 2015, a School Review was conducted by the School Improvement Unit and the feedback from this review has influenced the future direction of the school in 2016 and beyond.

Some comments relating to the school's explicit improvement agenda is as follows:

> 'The school has developed a strong curriculum program informed by the Australian Curriculum (AC) and Curriculum into the Classroom (C2C) resource. Its planning and implementation is supported by key personnel. The school has developed a significant range of key curriculum and pedagogy policy documents which support 6 teaching and learning on a daily basis.These provide a basis for consistency of explicit practice across the school.'

> 'There exists a whole school approach to the teaching of reading which includes key aspects of phonics in the early years, the teaching of comprehension using Question Answer Response (QAR) and underpinned by the use of explicit instruction. The narrow, sharp focus on reading is delivering a sustainable model for improving student achievements in other aspects of literacy and numeracy.'

Future outlook

For 2016 the school developed its Qudrennial School Review through collaboarive and consultive processes. The focus in the QSR is Teaching & Learning and Student, Parent and Community engagement. A copy of this long-term strategic plan can be found on our school's website.

The 2016 Annual Implementation Plan focuses on key areas that falls under the 'umbrella' of the two mentioned areas of the QSR and features of the AIP include a commitment to curriculum and pedagogical consistency across P – 6 with a further focus on engaging all stakeholders of school.

For 2016, the school was provided $205 000 in the direct to school funding initiative of Investing for Success (I4S) and this money has been distributed across different initiatives to ensure adequate human resourcing and phycial teaching and learning materials and resouces.

Due to the surge in our enrolement numbers the school is also now under an Enrolmenet Management Plan (EMP) that commenced in Term 2 of 2016.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	485	224	261	104	87%
2014	501	231	270	107	87%
2015	459	206	253	99	93%

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 2015, 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:

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	25	26	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	41	95	67
Long Suspensions - 6 to 20 days	9	2	1
Exclusions	4	3	0
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.

Curriculum delivery

At Sarina State School our Whole School Curriculum Framework is informed by the P-12 Curriculum, assessment and reporting framework which specifies the requirements for Queensland state schools for delivering the curriculum. The Dimensions of Teaching and Learning forms the basis of our professional practice.

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 Teaching and Learning 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 Teaching, Learning and 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 Teaching, Learning and 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

Extra curricula 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 improve learning

2015 saw the direction of our digital devices move to Apple iPads. We decided as a school to embrace the benefits of iPads in the classroom and invested a significant amount of funding towards purchasing three and a half class sets (90 in total split between Ps-2, Yrs 3&4, Yrs 5&6) of iPad minis as well as an iPad Air for classroom teachers. This process meant that there was a significant amount of PD delivered to staff around the use of these both personally, professionally and with students both internally and externally.
We had staff work with the Apple Education team in Brisbane with the planning and implementation process and coordinated with other schools working with Apple products around the state.

The Prep classrooms trialled the use of a third party add-on to the ipads, Osmos, in Term 4. These devices allow for collaboration between students whilst manipulating, letters, numbers and shapes to progress through a variety of challenges. We are looking to bring these products on board across the wider school in 2016.

We upgraded software used for interactive whiteboards also this year, to give teachers more digital power in delivering engaging and enriching curriculum.

The Bandwidth upgrade process was completed in 2015 meaning that the infrastructure required to bring in an increasing amount of data to the school was improved. The school also committed a significant amount more of its budget towards this increase in data allocation due to students having more ready access to such. Looking forward, we applied in 2015 to increase the number of Wireless Access Points (WAPs) across the school also. This will help ensure consistent connectivity as the number of devices in the school increase in future years.

Sarina State School was successful in applying to become a lighthouse school for the implementation of digital literacies in the Curriculum for 2016. This may involve holding a technology expo for schools in the region and supporting other schools with the implementation of digital literacies.

The junior school participated in a trial of a Reading program utilising online books, Sunshine Online. This had a very positive affect and we will be expanding this subscription across 2016 for classes from Prep to Yr3.

We have investigated the purchasing of robotics kits to support with programming and extending students' interests in this area.

Education Queensland's C2C (Curriculum to Classroom) program is consistently utilised and consists of many digital resources ranging from interactive activities for individuals and whole class, online video links and other digital resources.

A large focus was around digital pedagogy and making use of technology to 'enhance' learning outcomes rather than just adding a device into the same program, expecting improved results.

Social Climate

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.

For each focus, a class is selected to do a performance on parade to demonstrate to the school what it looks like. Every student in every class will have the opportunity to be part of a performance over the course of the year. These performances have seen a significant jump in parental and community engagement to our weekly school parades. Parents and community members are more involved with classes practicing and rehearsing their performances and then when they are performed on parade.

You Can Do It is fantastic for reinforcing positive behaviour choices and has made a significant improvement in student behaviour. Coinciding with the positive elements of You Can Do It, we have implemented a 'responsible thinking centre' or 'RTC'. When students are referred to the RTC, they have been identified as needing skill development in a particular You Can Do It key. They spend lunch time working intensively with a staff member who is highly skilled in You Can Do It. They work on changing their behaviour and making positive behaviour choices using the 5 keys to success.

You Can Do It has had a positive impact on student behaviour at our school. Staff work collaboratively to ensure that it is delivered with rigour and consistency. Students have responded positively, making behaviour goals for themselves to ensure that they can obtain their wrist bands and gold key shirts.

The Behaviour Reference Group was introduced in order to support the 15% of the school population who may need additional support in managing their social-emotional needs. It was developed primarily to allow for identification of at-risk students who may benefit from wraparound support programs being implemented.   Depending on the specific needs of the student and their family, wraparound support programs may include school programs, school support personnel, outside agencies who work within the school, and referrals to health organisations.

Each student referred to the BRG will have an Individual Behaviour Support Plan developed, following data gathering by the case manager, and consultation with all stakeholders. Children identified as being at significant risk of disengagement, or who require intensive support programs and services, will have a Functional Behaviour Analysis completed. These FBA plans are developed in consultation with all key stakeholders and are reviewed on a monthly basis.The BRG resources that are used at Sarina State School are easily transferable to other settings and all documentation that is produced around the case management of individuals.

 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

Identification process:
Tri-termly meetings (Wks. 3, 6 and 9) will be held. During these meetings teacher referrals, One School behaviour and attendance data will be presented to the team. Each student name that is presented to the team will be discussed and interventions put into place as required (see case conference form). A case manager will be assigned to each student and that case manager will report back to the team at the next meeting.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	87%	95%	97%
this is a good school (S2035)	93%	92%	97%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	93%	92%	100%
their child's learning needs are being met at this school (S2003)	93%	89%	94%
their child is making good progress at this school (S2004)	100%	89%	97%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
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%	95%	97%
teachers at this school motivate their child to learn (S2007)	100%	100%	97%
teachers at this school treat students fairly (S2008)	93%	87%	91%
they can talk to their child's teachers about their concerns (S2009)	93%	100%	100%
this school works with them to support their child's learning (S2010)	93%	97%	97%
this school takes parents' opinions seriously (S2011)	93%	91%	94%
student behaviour is well managed at this school (S2012)	80%	76%	97%
this school looks for ways to improve (S2013)	100%	95%	97%
this school is well maintained (S2014)	100%	95%	91%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	94%	92%
they like being at their school (S2036)	93%	95%	93%
they feel safe at their school (S2037)	97%	90%	92%
their teachers motivate them to learn (S2038)	99%	98%	98%
their teachers expect them to do their best (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	98%	99%	98%
teachers treat students fairly at their school (S2041)	95%	92%	91%
they can talk to their teachers about their concerns (S2042)	93%	84%	91%
their school takes students' opinions seriously (S2043)	94%	87%	93%
student behaviour is well managed at their school (S2044)	74%	60%	81%
their school looks for ways to improve (S2045)	99%	99%	97%
their school is well maintained (S2046)	96%	88%	88%
their school gives them opportunities to do interesting things (S2047)	96%	86%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	85%	89%	98%
they feel that their school is a safe place in which to work (S2070)	82%	94%	95%
they receive useful feedback about their work at their school (S2071)	82%	82%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	96%	92%
students are encouraged to do their best at their school (S2072)	97%	100%	98%
students are treated fairly at their school (S2073)	85%	81%	95%
student behaviour is well managed at their school (S2074)	56%	67%	77%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
staff are well supported at their school (S2075)	79%	86%	86%
their school takes staff opinions seriously (S2076)	79%	79%	88%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	94%	97%	80%
their school gives them opportunities to do interesting things (S2079)	85%	82%	83%

# '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

In 2015, we identified the need to enhance our engagement initiatives with the parent and wider-community groups. Over and above the usual forms of communication through newsletters and student progress meetings we implemented a Sarina State School Facebook page that has been positively received by the school community.

Furthermore, we implemented a text messaging system predominantly for same-day absences, however the system has been used to communicate important messages to all parents and carers.

Reducing the school's environmental footprint

We have had solar panels installed on our roof above the library in order to help offset the power consumption in the school. Air conditioners are managed so that they are in operation during terms 1 & 4 only. Regular maintenance occurs to keep lighting working most efficiently as possible. All non-essential lighting switched off at the completion of each day. We have worked with staff around the importance of turning data projectors in classrooms off when not in use for extended periods of time. Water usage is still an issue of concern to us and we will be endeavoring to contact appropriate bodies to help reduce the usage in this area.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	261,929	1,975
2013-2014	221,947	5,672
2014-2015	226,723	2,893

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	23	<5
Full-time equivalents	31	16	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	8
Diploma	2
Advanced Diploma	2
Bachelor Degree	35
Graduate Diploma etc.**	0
Masters	3
Doctorate	0
Total	**50**
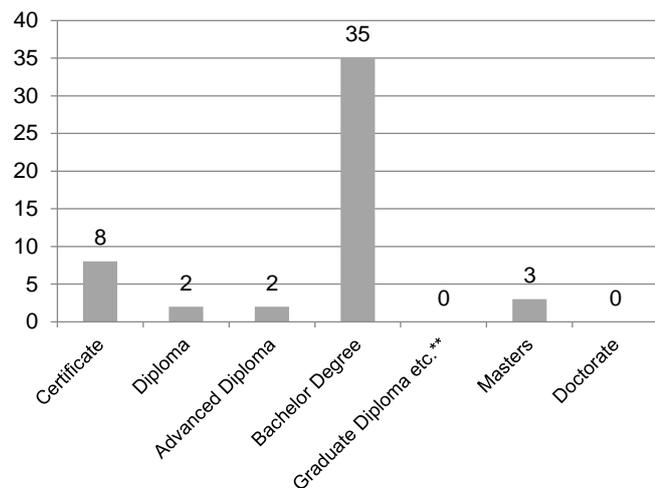
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $ 41 067.50

The major professional development initiatives are as follows:

- Big Write an VCOP Methdoology
- Explicit Instruction – Dr Anita Archer
- ICTs - iPads

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	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.

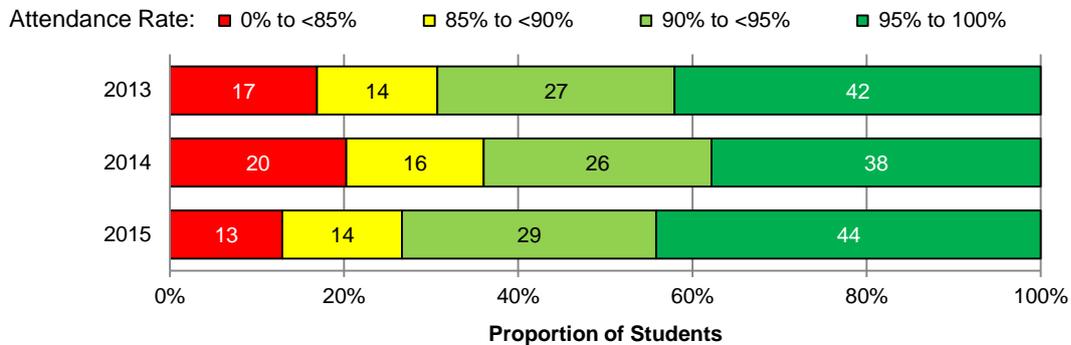The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

	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
2013	92%	90%	92%	92%	93%	92%	93%	91%					
2014	91%	91%	90%	92%	91%	91%	93%	90%					
2015	93%	92%	94%	92%	94%	93%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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%
2013	17	14	27	42
2014	20	16	26	38
2015	13	14	29	44

Proportion of Students

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.

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

Our schools is committed to working collaboratively and constructively with parents and carers to ensure that their child is attending school on a regular and continuous basis The following strategies were used in 2015 to manage attendance and absenteeism:

- All classes implemented electronic roll marking through OneSchool
- Classroom teachers are required to completed roll marking twice a day before 10:30am in the morning and before 2:00pm in the afternoon
- Unexplained absences were followed up by a member of the leadership team
- Fortnightly, unexplained absence letters are generated through OneSchool and posted to parents and carers
- Attendance patterns were closely monitored by the leadership team
- Where a pattern of unexplained absences or on-going illness related absences formal processes were commenced

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

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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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.

Queensland Government