Principal’s foreword

Introduction

This report covers the scope of the school’s progress over the school year from February - November, 2011. During this time, the school was being lead by an acting principal, Mrs Christine Robinson, who also carried a half teaching load. The end of 2011 saw the appointment of a new incoming principal, who has since taken up the position permanently.

Copies of this report are available from the school website, or upon request from the School Administration.

School progress towards its goals in 2011

The Annual Operation Plan (AOP) devised for 2011 was written by the 2011 Acting Principal.

Learning and Attainment:

<table>
<thead>
<tr>
<th>Action</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the suggestions from the teaching and learning audit to further support staff in their teaching role.</td>
<td>Partnerships with cluster schools were developed and a common curriculum across all schools in cluster was used.</td>
</tr>
<tr>
<td>Implement the NAPLAN action plan to increase number of children at Australian standard and improve results of children performing in top 2 bands.</td>
<td>Strategy implemented but NAPLAN outcomes were not favourable.</td>
</tr>
<tr>
<td>Become familiar with the Australian Curriculum and develop an implementation plan.</td>
<td>Staff orientated to the Australian Curriculum. Implementation plan devised.</td>
</tr>
<tr>
<td>Increase staff PD in the areas of maths, Reading and Spelling.</td>
<td>The mathematics commercial program ‘Stepping Stones’ was bought into the school. PAT M and R implemented in the school. Data collected. Words Their Way purchased. Mandatory PD undertaken.</td>
</tr>
<tr>
<td>Provide professional development for parents to assist their child’s reading and to develop a community of volunteer for the classroom.</td>
<td>Not undertaken.</td>
</tr>
</tbody>
</table>

2011 School Annual Report
Engagement:

Collaboratively plan with SWD teacher a program to better engage SWD students.  
Students with disabilities were well catered for in the school.

Provide opportunities for indigenous families to participate in professional development about numeracy and literacy.  
None known.

Wellbeing:

Continue to use School Wide Positive Behaviour Systems (SWPBS) across the school.  
The program continued throughout 2011, implementing the 4B’s across the school. Be a learner, Be safe, Be respectful, Be responsible.

Enhance student health and wellbeing by offering tennis and AFL opportunities during play breaks.  
Offered and well accessed.

Provide opportunity for students to participate in Optiminds and interschool debating.  
Optiminds participation.

Start a project club/student council, for the upper school students, encouraging them to leave a positive mark on the school.  
Student council established, meeting regularly. The held various fundraising activities such as a disco, and used raised funds to landscape the garden outside the 6/7 room.

Sustainability:

Create an Air-Con smart School Community.  
Teachers and students encouraged to undertake appropriate behaviours.

Start a Recycling program .  
Recycling bins within the school and used for paper waste.

Class gardens to be assigned and maintained.  
Gardens assigned, and partnerships with Landcare established.

Future outlook

Within the school Annual Operation Plan for 2012, a significant focus will be on improving student outcomes by focusing on the system priorities of:

• Implementing the Australian Curriculum
• Developing a whole-school curriculum, assessment and reporting plan

Key priorities from the School Plan

• Reading and writing must make sense.
• Students know what they know, and know what they need to know next.

These statements are able to be interpreted by different members of the school community at different levels. Take “reading and writing must make sense” - this phrase can be used as a corrective tool for parents to help their children. by students to see a purpose behind reading and writing and the reciprocity between the two. For teachers however, it is a powerful statement. If reading and writing is to make sense, how is the reciprocity being taught? If reading and writing is to make sense, then what is being taught around spelling? Around grammar? Around comprehension? Around editing.

This statement is deceptively simple, yet has huge impact upon pedagogy and how explicitly instruction is given. Hence, reading and writing making sense must be a key priority, as they literacy skills underpin success.

‘Students know what they know, and need to know next’ is all about the effective use of the data story. The school will be focusing on
how the information gained through assessment is being used to inform the teaching and learning cycle, so that teacher can target their teaching more precisely to the needs of individuals. The students themselves need to be made explicitly aware of why they are doing and what the learning outcome / measure of success will be. Letting children in on how they are progressing and what they need to master next, is a powerful motivator, giving them strong ownership over their own success. The data from across the school, can be used to examine school wide trends and pinpoint future areas for targeted focus.

They key priorities will continue for many years, so for 2012 the focus will be on the following core learning priorities:

- Reading
- Writing including spelling, grammar & punctuation
- Numeracy
- Science
- Retention, attainment and transitions at key junctures of schooling
- Pedagogy suitable for multi-age
- Closing the gap actions
  - Literacy
  - Numeracy
  - Attendance & Retention
  - Student Engagement

2012 will see the advent of a permanent principal, and the unrelenting focus on pedagogy, increase in teaching and learning rigour, and the improvement of school systems.
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>64</td>
<td>56</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

As Swayneville State School is not part of a rural township, all members of its student body travel to the school each day. Most students travel to Swayneville State School from the Sarina Mountains Area, and some choose to come drive west from closer to Sarina. Nearly 50% of our children arrive by bus.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.6</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.5</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>22.9</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>8</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>4</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings:

During 2011, the school focused on delivering the 8 core Key Learning Areas, mostly as discrete subjects, although the discipline of technology was integrated with either Science, SOSE or The Arts.

All classes were multiage, and as such the focus on student work was on ability and learning needs, rather than a grade level content focus.

Specialist teachers were used to deliver Music and Physical Education. A Guidance Officer and a Special Needs Teacher are accessed from the nearby larger schools.

The Swayneville State School Curriculum Framework continued from previous years, and as such the curriculum framework was the shared Sarina Links curriculum framework - the approach for the Sarina Cluster of Schools.

Extra curricula activities:
- Optiminds
- Tennis Coaching (private provider)
- Access to sporting teams
- Lunchtime AFL
- Recorder band.

How Information and Communication Technologies are used to assist learning:

During 2011 the student body had access to the computer lab that housed sufficient computers for a whole class. Each classroom also has access to an interactive white board. The interactive white boards have been a vital teaching tool, with teachers accessing learning objects for interactive digital learning.

Students access these technologies to access information, and to create multimedia texts and presentations.

Social climate

2011 saw the school undergo a period of social difficulty, with negative behaviours and unrest influencing and impacting on all areas of the school community. Several measures were taken to address these issues.

The School Wide Positive Behaviour (SWPB) program continued to use the 4B rules (Be a learner, Be responsible, Be respectful, Be safe) to guide the students towards appropriate behaviour. Positive behaviour was recognized and rewarded at whole school and classroom levels as per the SWPB team expectations. This team consisted of both parent, school and community representations.

The Swayneville State School approach to responsible behaviour was consistent with the approach taken by the other schools within the Sarina Cluster of schools.

Close work was undertaken in conjunction with the P&C to address the issues within the school, with parent involvement within the school actively encouraged.

Swayneville State School is part of the Sarina Local Chaplaincy cluster, and is fortunate to have sufficient community and business support to enable the school to have a Chaplain 2 days a week.
Our staff profile

Parent, student and teacher satisfaction with the school

In reflecting on 2011, as the incoming principal, it is obvious from the data below that morale across the school community was very low. There has been intense dissatisfaction around the lack of consistency that the constant change of principals has wrought. It is a credit to the teachers who remained that the children within their school still felt that they were learning. Teachers and parents were looking for strong, consistent long-term leadership.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>46%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>40%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

Parent involvement in the school:
1. Parents and Citizens Association
2. Working Bees
3. Classroom help
4. Tuckshop
5. Sport days
6. Parent / Teacher interviews

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

<table>
<thead>
<tr>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>40,310</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-100%</td>
</tr>
</tbody>
</table>

Energy usage was reduced through the Air Conditioner Usage Education program, and the installation of the small bank of solar panels.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>10</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>8</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers:

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>8</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $889.51.

The major professional development initiatives are as follows:

1. Code of Conduct
2. Student Protection
3. MyHR WH&S
4. Internal Monitoring

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2011 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>89%</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

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

The roll is marked twice a day at 8:50 and 1:50 pm. Students that have unexplained absences for more than 3 consecutive days receive a phone call from administration. Reasons for absences is entered onto the roll. When a parent phones reporting an absence it is recorded in the admin diary an the teacher notified so that an entry can be made on the roll. Students are encouraged to provide a note after an absence. This is kept in the back of the roll.
Performance of our students

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

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/](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:

Where it says ‘Search by school name’, type in the name “Swayneville State School”, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

The ‘Closing the Gap Education Strategy’ is the department’s overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland State Schools - halve the gap in Year 3 reading, writing and numeracy by 2012, close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Due to confidentiality issues related to small cohorts, Swayneville State School is unable to publish information about the school’s indigenous cohort.