Swayneville State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

The facts and figures contained in this report represent the business aspect of school life. Schools are a people business -- just as we invest energies and expertise into teaching and learning, Swayneville State School staff also invest heavily into the individuals and families in our care. Much of what is Swayneville State School cannot be captured within a report of this nature, and we invite you to visit us to better capture the true nature of who we are as a school community, interacting with us so that you can experience how the facts and figures play out within our context.

Copies of this annual report are available through the school website and in the school foyer. Copies are accessible by request at the school office. We would be happy to give you a hard copy if you would appreciate accessing the information in that manner.

2015 saw the commencement of After School Care provision by PCYC. This service is a significant benefit for our community, and is proving affordable and easily accessible. Its ongoing provision will depend on how well it is accessed thereby ensuring viability.

School progress towards its goals in 2015

Improvement in Reading, Writing and Spelling, so that Year 3 and Year 5 Mean Data rating in NAPLAN is similar to the nation, and that all students are making strong relative gains.

Action	Progress	Future Outlook
Implementation of 'A' level exemplars during curriculum delivery and easy access for students to explore these (displayed on classroom walls)	Commenced but needs further focus.	Continue development
Identify individual students' strengths and weaknesses from internal testing and previous NAPLAN tests, and student relative gains for all students.	Commenced but needs further focus.	Continue development
Track data and develop student profiles to support sustainability of process and improvement of all students Communicate and celebrate with parents the achievements of each student.	Implemented	Ongoing | embedded practice.
Ensure daily model, shared and guided writing happens within all classrooms.	Implemented	Further refinement needed.

Explicit Instruction lessons, RAMs and Focused Learning Episodes are to be used for spelling, grammar and vocab.	Implemented	Ongoing focus, as it is not yet embedded practice.
Reciprocity of reading, writing and oral language to be made explicit.	Implemented	Ongoing focus, as it is not yet embedded practice.
Like school moderation of writing using a common writing criteria that can be used to track progress across the school.	Implemented	Ongoing. Potential for action research study.

Improvement in Numeracy so that Year 3 and Year 5 Mean Data rating in NAPLAN is similar to the nation, and that all students are making strong relative gains.

Action	Progress	Future Outlook
Develop teachers' and teacher aides in head knowledge around the teaching of mathematics, through a targeted professional development series using FSiM (Number and then Measurement)	Undertaken	Continue focus in 2016
Teachers commence using Cognitive Diagnostic Tasks to inform teaching and learning.	Explored, but part of C2C\ not sufficient effective. Also explored FSiM diagnostic tasks.	Continue focus in 2016
Development of automaticity of number facts for all students.	Commenced.	Ongoing
Track data and develop student profiles to support sustainability of process and improvement of all students. Communicate and celebrate with parents the achievements of each student.	Implemented	Continue focus in 2016
Incorporation of both oral and written feedback for assessment and for learning.	Implemented.	Ongoing	embedded practice.

Whole of School Curriculum and Pedagogical Frameworks are to be enacted.

Action	Progress	Future Outlook
Set Student Individual Learning Goals (SILG) using NAPLAN and classroom data to determine the curriculum intent of each goal and the needs of the individual student.	Implemented	Ongoing	embedded practice.
Tracking of each student using the achievement standards and /or the literacy/numeracy indicators or equivalent.	Implemented	Ongoing	embedded practice. Update as necessary.
Principal maintain 3 levels of professional development within the school. Those being: 1. Professional readings 2. Professional development sessions. 3. Mentoring and coaching through weekly meetings with teachers.	Implemented	Ongoing	embedded practice.
Principal to lead curriculum coordination/planning/GRG implementation.	Implemented	Extend into planning days.
Better align homework across to the school to reflect higher consistency of rigour.	Implemented, new homework policy also developed.	Ongoing	embedded practice.
Redevelop where necessary, school based documents to align to the P – 12 curriculum, assessment and reporting framework, leaving behind C2C reliance.	Commenced.	Ongoing into 2016
Classroom presentation to reflect strong improvement agenda: word walls, anchor charts, 'A' level exemplars, bookwork standards, student work.	Commenced but needs further focus.	Continue development
Student feedback is to be timely and explicit in terms of what it is that the child knows and needs to know next.	Implemented	Ongoing	embedded practice.

Future outlook

Swayneville will maintain the focus of work that has been outlined within the 2012 – 2016 School Plan.

- 2016 will see the school undergo a School Review and the Quadriannial School Review process.
- 2016 should see work continue on the Disability Standards
- 2016 will see work continue on the development of Australian Curriculum documentation to support implementation in schools our size.
- Mathematics, student relative gains, and effective pedagogy will be an ongoing focus.

Semester 1 2016, has seen our area being affected by the downtown in the mining industry, with several families leaving the school for other states or areas in far north Queensland.

Additionally, attendance figures will reflect that there have been a number of students with long term illness during semester 1 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	93	47	46	20	96%
2014	101	48	53	25	89%
2015	94	46	48	19	96%

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:

Students coming into the school are drawn largely from the Sarina Range area, with some students attracted to Swayneville from Sarina or further east. The parent body have employment across a wide sector, with some still engaged in sugar cane /cattle raising and related industries. Some are employed within local business and many are engaged within the mining sector. 20% of our student population identify as Indigenous Students (Torres Strait Islander or / and Aboriginal).

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Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	20	20
Year 4 – Year 7 Primary	11	11	12
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

School disciplinary absences are kept to a minimum. In the case of Swayneville State School, the number of students with ongoing behavioural issues are extremely small.

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	7	6	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	1	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

Our approach to curriculum delivery

We delivered the full primary curriculum (P – 6) with students accessing all of the Learning Areas: English, Mathematics, Science, HPE, The Arts + Specialist Music, Languages (Japanese), Technologies, and the Humanaties and the Social Sciences (HaSS – which incorporates History and Geography). Classrooms are equipped with information technology devices: eg. Interactive whiteboards, high student to computer ratio etc. As with all state schools, we implement the Australian Curriculum and ensure that our staff remain abreast of current trends and requirements. We also attend to transitioning programs into prep and into high school.

Multiage classrooms are the normal practice. Teachers focus on where each child is at, as teaching to the 'average' just won't work in a multi-age class. Grade level is still important, as it informs teachers as to the curriculum that needs to be taught and the standard that is needed to be met, but what multi-age teachers focus on is ability levels and skill development, adjusting instruction to need rather than simply age expectations. This makes extension or the additional learning experiences just a natural part of the day.

Sustainable practises are promoted throughout the school curriculum and within school activities. We have gardens that reflect Australia's First Peoples, and work with the local landcare group. There are plantings that support the endangered Uylesis Butterfly, and a newly developed garden that reflects Japanese designs and gardening principles. The garden club and student council have developed (and planning extensions in 2016) to the vegetable gardens / senory plantings, and there is an orchard

bearing fruit that children can access independently. Being a Reef Guardian School, we are also prepared to be the battery recycling depot, and have set up a collection point for the community.

Extra curricula activities

Highlights of our extra curriculum activities include:
- Opti-minds – Swayneville entered 2 teams. The science and engineering team won their division, as well as taking out the 'Spirit Of Optiminds'. They then responded to the invitation to complete at the state | national |international competition – again winning 'Spirit Of Optiminds' at that level.
- Rock Pop Mime
- Private Tennis Coaching
- Private instrumental music tuition for keyboard and guitar
- Singing club/ choir
- Run Club
- Various sporting opportunities
- Sarina Art Exhibition
- CWA competition
- Sarina Show participation

How Information and Communication Technologies are used to improve learning

Teachers are well trained in Information and Communication Technologies (ICTs) and use digital devices in the classroom. ICTs are used to enhance curriculum delivery and provide a link between home and school, eg. Reading Eggs. The school has interactive white boards in all classrooms with additional devices, all of which serve to adjust the curriculum for each student's need.
Sufficient numbers of XOs, Laptops or PCs are available within classrooms to enable small group work and individual practice, while a larger number are available within the resource centre for whole of class experiences.

Social Climate

Swayneville State School is interested in individuals and families. We all know each other, which creates a family atmosphere and a level of support and interest that can only be experienced in schools our size. As the numbers are smaller than in a larger school, the children get to know each other very well and will frequently grow up and learn beside the same kids, their friends, for many years. There is continuity in learning, as a teacher *may* well have the same class several years in a row, or at different stages in their development. This promotes teachers getting to know student learning styles, areas of need and personalities very well. It also means that our staff invest a lot of themselves in their work and take pride and care in what they do.

Our chaplain is a cornerstone of support offered to parents, staff and students. All students have access to our chaplain throughout her time on campus, through the inclass support that is provided. Swayneville thanks the tireless efforts of the Local Chapliancy Committee for their fundraising work which supplements the government grant won by the school.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. This includes between parent and teachers, teachers and students, student to student. Cyber bullying refers to bullying through information and communication technologies. Conflict or fights between equals and single incidents are not defined as bullying.

Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- isolated episodes of nastiness or random acts of aggression or intimidation.

Bullying behaviours that will not be tolerated at Swayneville State School include name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. The anti-bullying procedures at Swayneville State School are in addition to our already research-validated School Wide Positive Behaviour Support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

10 preventative strategies are in place. Full information regarding these strategies are available in the School
Responsible Behaviour Plan, in appendix 2. Each incident of bullying is dealt with on a case by case basis.

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)	97%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	97%	100%	100%
their child feels safe at this school (S2002)	97%	100%	100%
their child's learning needs are being met at this school (S2003)	97%	100%	100%
their child is making good progress at this school (S2004)	97%	75%	95%
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)	100%	75%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	88%	95%
they can talk to their child's teachers about their concerns (S2009)	97%	100%	100%
this school works with them to support their child's learning (S2010)	97%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	100%	95%
student behaviour is well managed at this school (S2012)	93%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%

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

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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

Parents are vital. They are the first and ongoing teachers of their children. Teachers at Swayneville State School, through appointment, are more than willing to meet with parents to discuss students' learning needs. Teachers track student learning progress and monitor student wellbeing. They will discuss with parents any arising need for additional assistance or significant curriculum adjustments.

Parents are actively encouraged to find a way that suits their lifestyle, time and availability to participate in school life. Regular communication channels are maintained through the school newsletter, website and classroom communications. Parents are welcome into classrooms as classroom helpers, tuckshop conveners or helpers, participating in the P&C, cheering and encouraging

during sporting events, discussing curriculum with teachers, covering books in the library, helping around the grounds, or turning up for a working bee.

Some parents have little time or availability to be part of the day to day running, but most find time to work with their children with homework or additional learning tasks, or send in home cooking. A little or a lot, every bit counts.

Reducing the school's environmental footprint

The school's electricity usage has again increased over the last financial year. Fortunately, our school has significant banks of solar panels. Preventative maintaince has ensured their maintaince. The drier weather has seen an increase use of water – which we access through a bore | pump arrangement.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	28,259	0
2013-2014	40,059	0
2014-2015	48,878	

*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	9	7	0
Full-time equivalents	6	4	0

As at the end of 2015, our staff consisted of:
1 teaching principal
2 part-time teachers
3 full time teachers – which includes a fraction for the Special Needs Teacher role.
2 itinerant special teachers – Swayneville State School is base school for 1.
1 cleaner
1 Administrative officer
5 teacher aides
1 (contracted) grounds person
1 part time chaplain
Our Languages teacher is based at another school.
Our Guidance Officer is accessed on a needs basis, and is based at another school.
Speech Therapists are accessed through Regional staffing.

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**8**
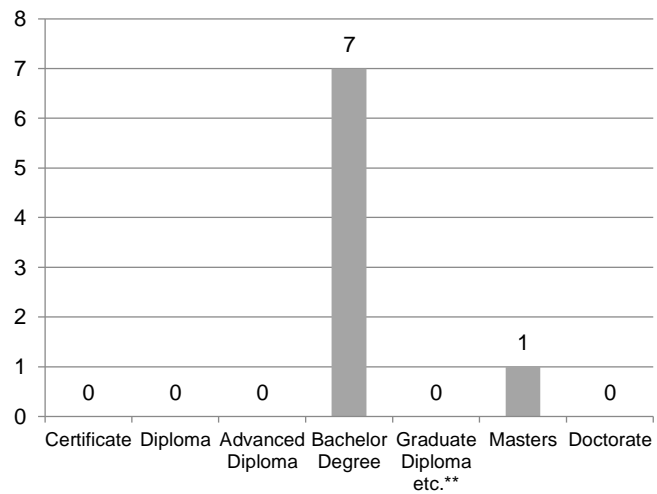
*Teaching staff includes School Leaders

**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 was $14,519.00
The major professional development initiatives are as follows: (see comments embedded in AOP accountings)

- First Steps in Mathematics - Number
- The Disability Standards - Motor Coordination Difficulties (Dyspraxia)
- Data Anaylsis
- Moderation
- Professional Readings distributed to staff on a near weekly basis
- Literacy and Numeracy Coaching by Pedagogical coach.
- First Aid
- Asthma and Epipen training
- ICT focus – interactive whiteboards & using Audacity.
- student protection
- code of conduct
- asbestos awareness
- Dr S. Galletly consultant visit.
- Autism Queensland: Understanding individuals with ASD & Functional strategies for behavioural success.
- 1:1 meetings between teaching staff and principal – includes coaching, data discussions, mentoring, joint planning
- The Dark Side of Technology (Brad Huddleston)
- Principal Conference
- Principal coaching
- Peer Review Training (School Improvement Unit)

The proportion of the teaching staff involved in professional development activities during 2015 was 100%. Teacher aides are considered para-professionals, and as they work in partnership under the direction of teachers, teachers and teacher aides are considered to be teaching teams. With such a

significant role to play in the teaching and learning situation, teacher aides are included in most professional development activities.

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

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. One teacher was relocated due to the smaller number of students → year 7 into high school.

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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government
☑ Non-government

SEARCH

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).	93%	94%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	94%	97%

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%	91%	93%	96%	94%	95%	93%					
2014	95%	97%	96%	96%	95%	92%	90%	91%					
2015	96%	95%	96%	96%	97%	96%	96%						

*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.
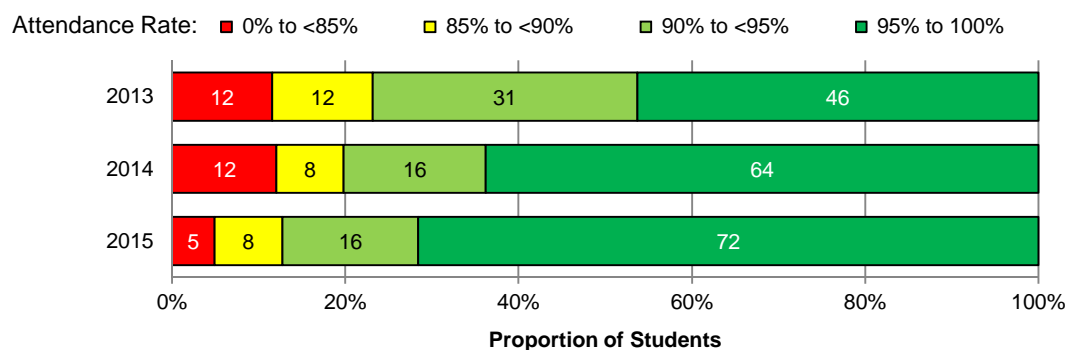
Description of how non-attendance is managed by the school

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 by:

- Recognising that inclement weather interferes with attendance. (road closure)
- Roll is marked twice a day. First marking is after the first bell at 8:50 but by 9:00am. Second marking occurs after students re-enter the room after the second break, at 1:40.
- Students who are leaving the school grounds are to be signed out by the parent.
- Parents contact the school / are contacted to explain abences.
- Students who are away more than 3 days are followed up by phone calls from the school.
- Parents are informed of the effects of being late, or being away during school days, via newsletters.
- Full attendance is rewarded.
- Long term non-attendance is managed according to DETE procedures.
- Reward Days are utilized to attract students to school on the last days of school.
- Term updates regarding attendance are provided to the P&C.
- Recognizing there were a significant number of students with disability who were absent from school attending regular ongoing medical treatments in Mackay.
- The school implemented a 'Being There" Award for students who had a 100% attendance for the year.
- Regular newsletter reminders and articles regarding compulsory attendance.

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.**

Find a school

School name | **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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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.