Swayneville State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

"As we grow, we shall learn."

Swayneville State School is a prep to year 6 state school that sits at the very base of the Sarina Range, amongst sugar and cattle country. It is small school (around 100 students), approximately 10 km west of Sarina, that was named in honour of Edward Swayne (former M.L.A. for Mirani). The school opened in August 1935. The school is not part of a township. It is a focal point for the surrounding rural community.

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. There is continuity in learning, as teachers get to know student learning styles, areas of need and personalities very well. This also means that our staff invest a lot of themselves in their work and take pride and care in what they do.

Current arrangements have ensured that the Principal is working directly with all children in all classes and is the curriculum leader in the school. Multiage classrooms are the normal practice. While grade level is still important, 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. This makes us specialists in differentiation, well versed in curriculum demands, and strongly focused on pedagogy (the way teachers teach.) We tend to have smaller class sizes, higher teacher aid support and easier parental accessibility than do larger schools.

Extra curriculum activities include: music club, Garden club, sporting opportunities, Optiminds etc.

Teaching and Learning: We deliver the full primary curriculum (P – 6) with students accessing all of the Learning Areas: English, Mathematics, Science, HPE, The Arts plus Specialist Music, Languages (Japanese), Teachnologies and HaSS (Humanities and the Social Sciences).

Digital pedagogy continues to be a focal area of the school, with classrooms equipped with laptops, PC's, interactive whiteboards 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.

With the disbandment of the Sarina Special Education Program, Swayneville State School stepped up into the void, and formed the Swayneville State School Special Education Program (SEP) which serves not only Swayneville School, but also other small schools in the cluster.

Student Welfare: Life is not always straight forward but being healthy and well-adjusted is the best way to be when engaging in learning. Therefore, the school actively promotes:

* Positive teacher and student relationships

* Positive Behaviour for Learning (PB4L)

* A Heath and Physical Education program that includes a Resilience Program and a Perceptual Motor Program (attends to gross and fine motor coordination).

* Chaplaincy

*Leadership opportunities for students.

* An academic award system linked to teaching and learning outcomes and behaviours.

Principal's Forward

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.

School Progress towards its goals in 2016

2016 was the year of the Quadrennial School Review. Without a doubt, this rigorous process that included both data interpretation as well as significant review and evaluation by the School Improvement Unit, gave the school a chance to examine and reflect on the progress made under the previous School Plan.

The full Quadrennial Report and Executive Statements pertaining to the Quadrennial Review are available for download on the school website. The following provide a summation of the work that the school has undertaken, and the progress that was made…..

Principal Conclusion:

The last four – five years have seen Swayneville change significantly. Strong improvements are evident, and many of the initiatives undertaken have met with success. Our teachers, our teacher aides, our support staff, community and parents have a lot to be proud of, and I thank them sincerely for the unswerving focus on doing what is our absolute best for our kids.

-- Mrs Roslyn Waldron Principal | Swayneville State School

From the Assistant Regional Director:

A very thorough process and report, with multiple layers of consultation sort at all levels – parents, staff, students & community. The report really highlighted how far the school has progressed in terms of the positive culture for learning, academic improvement and quality teaching & learning.

The school should take great pride in progressing this transformation. Well done.

Future Outlook

Recommendation from the review included:

Maintain the unrelenting focus on our core business by:

- Maintaining the Learning and Wellbeing Framework, that captures the way 'Swayneville does business' with students, staff, families and community, as well as the valued role of the Chaplain.
- Continuing the work around inclusive practices in the small school context that support and engage the diverse range of students at the school – those with disabilities, learning delays or significant talent.
- Continuing the investment in staff capability to support the challenge of teaching and learning in the
- small school context.
- Continue the ongoing work in areas such as:
  - a. students with disability
  - b. effective pedagogical and curriculum implementation
  - c. refined data literacy for feedback

Support teaching and learning by:

- Planning for, and exposing our students to the devices that will be our future tools and ways of working and linking this with the STEM (Science, Technology, English, Mathematics) focus.
- Continuing the focus on improving the school facilities, by maintaining and upgrading school classrooms and other assets in a scheduled process within budget and funding allocations.

The end of 2016 heralded a time of change within the school, especially in light of the significant turn-over of longer term staff.

Other things have impacted beyond the predictable. With the arrival of Tropical Cyclone Debbie Swayneville State School was physically divided by the collapse of the Sarina Range Road by a massive landslide. This left a significant portion of students and families above the landslide unable to reach Sarina nor their preferred schooling option. The only access is via the Koumala Range Road – a dirt road – that was deemed not a suitable solution for primary students to access schooling. Over an hour to commute .. 3 hours per day … to access primary schooling.

As a result, Swayneville State School Sarina Range Campus was established …. creating a truly unique situation in Queensland. One small school, with two campuses … 70km apart!

Regardless, our narrow and sharp improvement focuses are:

Improvement Priority 1. Critical and creative thinking

100% of teachers focused on building staff capability.

- Develop further the digital pedagogies of staff.
- Apply the high order thinking skills, through pertinent pedagogical practises across STEM and English.
- Targeted programs catering for the full range of students.
- Access parental body, school and community networks to support STEM and English initiatives.

Improvement Priority 2. Reflective Practises

100% of staff consciously engaging in coaching, mentoring and other reflective practices.

- Regular weekly meetings between teacher and principal to enable coaching, feedback and planning for students.

- Provide regular opportunities for all teachers to participate in peer to peer lesson observation and feedback.
- Provide opportunities for teacher aides to participate in lesson observations and feedbacks to support the development of their lesson delivery/support.
- Provision planning days for teachers to be able to work with Principal regarding curriculum interpretation, assessment and reporting practises, through the use of alignment planners.
- Tracking and monitoring student progress against the Australian Curriculum to inform differentiation practices through a range of internal monitoring and assessment practices.
- Personal Professional Development Plans for all staff reflect AIP and personal professional learning needs.

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Our School at a Glance

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	101	48	53	25	89%
2015*	94	46	48	19	96%
2016	90	41	49	17	91%

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

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. 18% of our student population identify as Indigenous Students (Torres Strait Islander or / and Aboriginal).

Average Class Sizes

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

*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.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	24	21
Year 4 – Year 7	11	24	22
Year 8 – Year 10			
Year 11 – Year 12			

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

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(Japanese), Technologies, and the Humanities 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 Ulysses Butterfly, and a garden that reflects Japanese designs and gardening principles. The garden club and student council have developed a vegetable garden, complete with sensory plantings. 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 1 team.
- Private Tennis Coaching
- Private instrumental music tuition for keyboard and guitar
- Music Club
- 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.
Assistive technologies are used for students with specific needs.

Social Climate

Overview
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 in-class support that is provided. Swayneville thanks the tireless efforts of the Local Chaplaincy 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. Each incident of bullying is dealt with on a case by case basis.

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	93%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	75%	95%	100%
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)	75%	100%	93%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	88%	95%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	93%
this school works with them to support their child's learning* (S2010)	100%	100%	87%
this school takes parents' opinions seriously* (S2011)	100%	95%	86%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

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

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	92%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Parental involvement with their child's educational journey is 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.
Direct instruction on respectful and healthy relationships is delivered through the Australian Curriculum: Health and Physical Education. It is also embedded within the school's Learning and Wellbeing Framework and as part of the Responsible Behaviour Plan.

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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	6	0	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	1	0	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.

Environmental Footprint

Reducing the school's environmental footprint

Our expanding infrastructure has impacted upon our Environmental Footprint, as did the massive problem with the main pump which went unnoticed for quite some time. We have remedied these problems and look forward to a significant reduction in the coming year.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	40,059	0
2014-2015	48,878	
2015-2016	165,271	

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.

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.** (Refer to step by step instructions on the next page.)

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Find a school

School name | **GO**

Suburb, town or postcode

Sector:

☑ Government

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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

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	8	7	0
Full-time Equivalents	6	4	0

Qualification of all teachers (during 2016)

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	6
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $12,720

The major professional development initiatives are as follows:

- Data Analysis
- Moderation
- Professional Readings distributed to staff on a near weekly basis
- Dr Susan Galletly – Literacy Development
- Classroom music – Marimbas
- Alignment Planning
- Children with Autism (20 hours)
- Digital Technologies Expo
- Literacy and Numeracy Coaching by Pedagogical coach.
- First Aid
- student protection
- code of conduct
- asbestos awareness
- Mathematics Investigations
- 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

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%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 83% of staff was retained by the school for the entire 2016.

The end of 2016 saw a significant shift in staff, with 2 teacher aides moving from the area, 1 teacher moving into full time employment and another transferred for family reasons.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	97%	95%

*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.

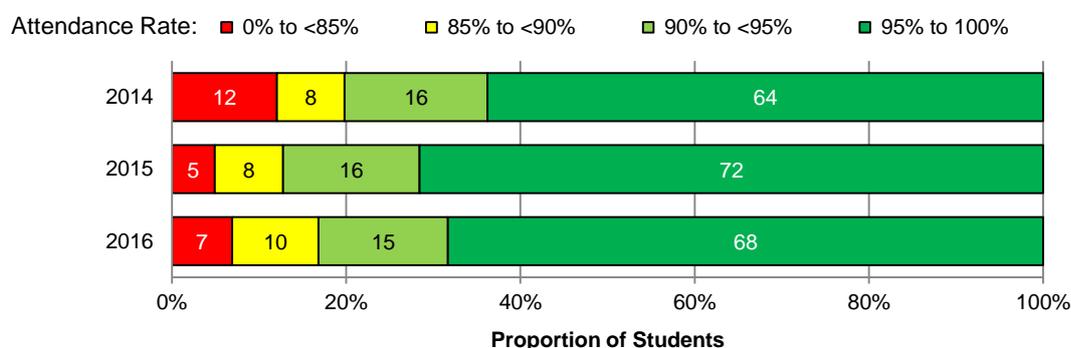The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	95%	97%	96%	96%	95%	92%	90%	91%					
2015	96%	95%	96%	96%	97%	96%	96%						
2016	95%	95%	95%	96%	92%	96%	96%						

*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:

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%
2014	12	8	16	64
2015	5	8	16	72
2016	7	10	15	68

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.

Monitoring Attendance:
- The roll is marked before 9:00am and student absences are noted.
- Notification of absence from families are expected before 9:00am each day.
- Notification of early pick up or explanation of late drop off are expected.
- Any unexplained absences are followed up by administration by making a phone call.
- Should a parent not be reachable at this time, then a SMS text is sent.
- The roll is marked again the in afternoon session after children return to class as 1:40pm
- Students who leave the school grounds must be signed out at the office by the parent/career.
- Medical certificates are recommended for absences of more than 2 days.
- Principal permission needs to be sort for longer absences (over a week) with all due paperwork undertaken.
- Principal follows standard processes as per departmental guidelines for long term unexplained absences.

Attendance is encouraged and rewarded at Swayneville State School. Encouragement is delivered by:
- Recognizing 100% attendance at the end of each term, and celebrating it on parade.
- The "Being Here" Award is presented to the student who has the highest attendance rate, and to any student who has 100% attendance.
- Students are greeted when they come into the school grounds, and a teacher is on duty when before school. Games and other activities are available during this time.
- Children are informed of special things that will be happening on the days that they will be away, and are informed that they were missed when they were away.
- Principal questions absences.

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.**

Find a school

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

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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.

Conclusion

2016 was the final year of the School Plan and saw the undertaking of the Quadrennial School Review. This process, which included parental and student surveys, data dives and analysis, staff discussion and a School Review by the School Improvement Unit, enable the school community to reflect on the progress that it had made over the last four – five years. It proved to be a celebration of a great many successes and achievements. It also enabled us to forward project into the next four – five years, and determine "where to next'.

During the Principal Address at the Annual Presentation Night, the school community was called upon to be resilient as we walked forward into 2017. Due to the number of staff leaving the long-term stable team, it was evident that things would look and feel a little different as newly appointed staff were brought on board.

At the time of writing the 2016 School Annual Report, it can only be said, that if 2016 was the year for review and celebration, than 2017 looks at being the year of change and challenge, as we rise to adjust to the impacts of Tropical Cyclone Debbie.

Thanks for reading this report,

Mrs Roslyn Waldron

Principal | Swayneville State School | Main Campus and Sarina Range Campus.

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