



Swayneville State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education

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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, 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, teachers of multi-age classrooms 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: Sporting Schools, Optiminds, and Clubs.

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, LOTE (Japanese), Technologies and HaSS (Humanities and 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.

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
- School Wide Positive Behaviour Management
- Chaplaincy
- Leadership opportunities for students

Principal's Foreword

Introduction

The School's Annual Report shares with the parents and wider community a comprehensive snapshot of Swayneville State School from 2017. It provides the reader with contextual information about the school's strengths and academic, student and staff data from 2017. To ensure that this report will be seen by the parents of the school and the wider community it will be presented at a P&C Meeting early Semester 2, 2018. The report will also be placed on the school's web site. A printed copy will also be available for parents and the community to access.

School Progress towards its goals in 2017

Tropical Cyclone Debbie struck the Central Queensland Region on 11 April, 2017. As a result of this enormously devastating weather event, the Sarina Range suffered a massive landslide severing access to Sarina via the Sarina-Marlborough Road. Nearly a third of our students had their access to school cut off indefinitely. As a result, some staff and families were facing a daily three hour commute to attend school via an alternate route over the Koumala Range's unsurfaced road.

The decision was taken to bring in a brand new temporary modular classroom on an alternate site at the top of the range at Colston Park. The Nebo/Sarina Range CWA - and QCWA - agreed to the temporary use of their land, and so Swayneville State School Sarina Range Campus was established. In FOUR DAYS this building was shipped in, established and ready for teaching and learning. The Sarina Range Campus opened its doors on Tuesday 18 April, 2017 - the first day of term 2.

Swayneville State School now has two fully functioning campuses for our students. Enrolments are welcome for either campus. All administration and school access is through the administration at the Main Campus. We have one school, one vision, one principal - but we have two campuses 70km apart!

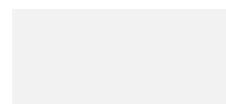
In 2017 Swayneville State School implemented two key priorities for school improvement. They included:

- Critical and Creative Thinking
- Reflective Practises

Key Priorities	Strategies	Completion Status	Achievements
<i>Critical and Creative Thinking</i>	Experienced teachers supporting early carer teachers and new to small school teachers through formal and / or informal arrangements.	Implemented	100% of teachers focused on building staff capacity
	Explore the Age Appropriate Pedagogies agenda/ research as a means to deliver Higher Order Thinking Skills through a range of pedagogies across the early phase, and then across the whole school.	Implemented	
	Explore different methods of delivering a larger variety of extra curriculum activities that address both student interest, as well as address opportunities for extension for students in the upper bands.	Implemented	
	Capability of incoming teacher aides through informal coaching and mentoring from established teacher aides, classroom teachers, and Principal.	Implemented	
<i>Reflective Practises</i>	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.	Implemented	100% of staff consciously engaging in coaching, mentoring and other reflective practices.
	Tracking and monitoring student progress against the Australian Curriculum to inform differentiation practices through a range of internal monitoring and assessment practices.	Implemented	
	Personal Professional Development Plans for all staff reflect AIP and personal professional learning needs.	Implemented	

Provide regular opportunities for all teachers to participate in peer to peer lesson observation and feedback.

Begun
Implementation



Future Outlook

The key areas for improvement, as outlined in the Annual Implementation Plan for 2018 include:

- Australian Curriculum Implementation
- Effective Feedback and Visible Learning
- Community and Culture

<i>Australian Curriculum Implementation</i>	<ul style="list-style-type: none"> • Review and update of whole school curriculum framework • Use of planning days to unpack units with principal and teachers • Fore-fronting assessment, ensuring assessment tasks meets achievement standards for each year level within multi-year level units within English, • Unpacking of units and content descriptors to provide a clear 'know and do' for the unit • Embedding of school and cluster based moderation in English • Use of Scope and Sequence document to highlight over year for school-based curriculum audits in English, Math, Science, History and Geography. • Use of exemplars to unpack expectations
<i>Effective Feedback and Visible Learning</i>	<ul style="list-style-type: none"> • Staff PD on formative assessment strategies (Dylan William) • Use of school based observation and feedback cycles with focus on providing effective feedback to students • Use of staff meetings to develop a set cycle of continual professional development including – curriculum implementation, effective feedback and data analysis • Develop processes and continuity (specific and consistent) around 'Questions for Learning' • Use of 'Learning Journey' to develop clear systems for student feedback based on progress throughout unit • Use of exemplars to unpack assessment expectations with students • Tracking progress and providing feedback against the GTMJ and achievement standards for year level
<i>Community and Culture</i>	<ul style="list-style-type: none"> • Develop a culture of students ownership over learning through self-feedback practices • Collaborate between campuses using digital staff meetings • Shared reflection and moderations between both campuses and within the cluster • Collaborative planning practices within the school and the cluster • Maintaining a shared school vision with common language and practices and both campuses • Continue to provide opportunities for students at both campuses to come together • Development of a school-wide social emotional/ well-being framework • Review of Responsible Behaviour Plan

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2017: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	94	46	48	19	96%
2016	90	41	49	17	91%
2017	112	52	60	19	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	21	16
Year 4 – Year 6	24	22	17
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

At Swayneville State School we delivery all areas of the Australian Curriculum including English, Mathematics, Science, HPE, The Arts, Languages (Japanese), Technologies, and HaSS (Humanities and Social Sciences).

All classes at Swayneville are multi-age. Teachers focus on where children are at and help to develop their understandings from this level. Grade level is still important, and in each classrooms, curriculum plans are developed to ensure students are able to access their curriculum entitlements for their year level in every curriculum subject. This makes extension and support differentiation a part of the every-day practice within our classrooms.

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.

Co-curricular 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
- Sporting Schools
- Various sporting opportunities
- Sarina Art Exhibition
- CWA competition
- Sarina Show participation
- Clubs

How Information and Communication Technologies are used to Assist 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 XO's, 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. All classes have access to 3D printers and coding technologies. Each class also has an iPad to support student learning. 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, as well as 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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	94%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
this is a good school (S2035)	100%	93%	94%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	100%	100%	94%
their child is making good progress at this school* (S2004)	95%	100%	94%
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%	93%	94%
teachers at this school motivate their child to learn* (S2007)	100%	100%	94%
teachers at this school treat students fairly* (S2008)	95%	100%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	94%
this school works with them to support their child's learning* (S2010)	100%	87%	100%
this school takes parents' opinions seriously* (S2011)	95%	86%	89%
student behaviour is well managed at this school* (S2012)	100%	100%	94%
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:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	96%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	96%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	95%	96%
teachers treat students fairly at their school* (S2041)	100%	95%	100%
they can talk to their teachers about their concerns* (S2042)	100%	94%	100%
their school takes students' opinions seriously* (S2043)	100%	95%	96%
student behaviour is well managed at their school* (S2044)	100%	100%	96%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
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%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
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%	92%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	95%

* 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.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	1	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

At Swayneville State School we have been working hard to improve our environmental footprint. Classrooms have been working hard to reduce their energy use in the classroom. The school has also improved the past problems with the main pump which was causing increased usage in 2016.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	48,878	
2015-2016	165,271	
2016-2017	51,240	

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.

Find a school

Sector:

☒ Government
☒ Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	11	10	0

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	9	6	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	9
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$20,920.

The major professional development initiatives are as follows:

- First Aid
- Curriculum Planning Days
- Data Analysis
- Moderation
- Professional Readings
- Student Protection
- Code of Conduct
- Keys to Managing Information
- Asbestos Training
- Autism Hub
- Beginning Teacher Mentoring
- Principal Conference

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 70% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	96%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	95%	94%

*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 2017 for all Queensland Primary schools was 93%.

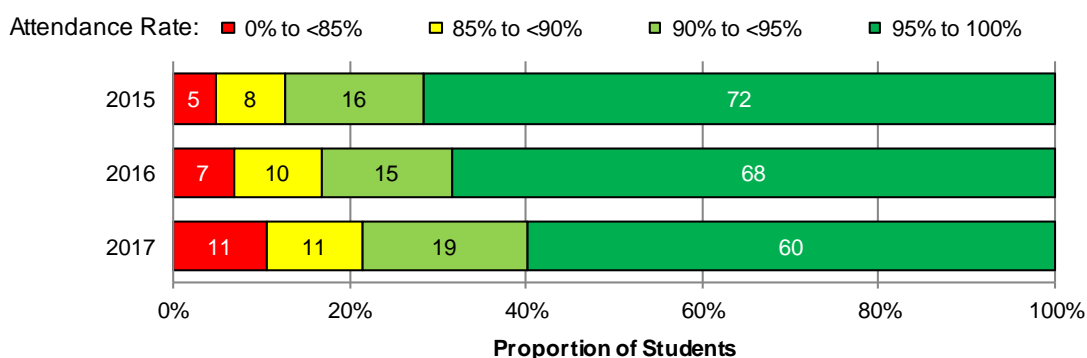
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	96%	95%	96%	96%	97%	96%	96%						
2016	95%	95%	95%	96%	92%	96%	96%						
2017	93%	94%	93%	97%	94%	94%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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 in the afternoon session after children return to class at 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.

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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.