



Swayneville State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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

School progress towards its goals in 2018

In 2018 Swayneville State School implemented two key priorities for school improvement. They included:

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

Key Priorities	Strategies	Completion Status	Achievements
Australian Curriculum Implementation	Review and update of whole school curriculum framework	Implemented	Teachers collaboratively planned and unpacked units aligned to Australian
	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,	Implemented	

Effective Feedback and Visible Learning	Unpacking of units and content descriptors to provide a clear 'know and do' for the unit	Implemented	Curriculum, each term.
	Embedding of school and cluster based moderation in English	Implemented	
	Use of Scope and Sequence document to highlight over year for school-based curriculum audits in English, Math, Science, History and Geography.	Implemented	
	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	All Teachers participating in professional development around effective strategies for formative assessment.
	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.	Implemented	
	Staff PD on formative assessment strategies (Dylan William)	Implemented	
	Use of staff meetings to develop a set cycle of continual professional development including – curriculum implementation, effective feedback and data analysis	Implemented	
Community and Culture	Collaborate between campuses using digital staff meetings	Partially Implemented	School maintained a shared vision between two campuses, working collaboratively. Students successfully transitioned to Main Campus.
	Shared reflection and moderations between both campuses and within the cluster	Implemented	
	Collaborative planning practices within the school and the cluster	Implemented	
	Maintaining a shared school vision with common language and practices and both campuses	Implemented	
	Continue to provide opportunities for students at both campuses to come together	Implemented	
	Development of a school-wide social emotional/ well-being framework	Implemented	

Outlook

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

- Writing
- Australian Curriculum Implementation
- Community and Culture

Writing	<ul style="list-style-type: none"> • Implementation of Swayneville Writing Continuum • Individual writing goals for all students • Use of learning walls to develop students' self-reflective practices • School wide implementation of phonemic awareness, phonics and grammar • Professional development in writing strategies
Australian Curriculum Implementation	<ul style="list-style-type: none"> • Rigorous unpacking of curriculum units • Quality assurance of Content Descriptors and Achievement Standards • Cluster moderation • Adjustment meetings & curriculum meetings • Collaborative planning days

	<ul style="list-style-type: none"> Developing and sharing resources on cluster-based team site
Community and Culture	<ul style="list-style-type: none"> Re-uniting as one school at the same campus Community events High expectations for all students Every student improving and succeeding

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	90	112	111
Girls	41	52	52
Boys	49	60	59
Indigenous	17	19	11
Enrolment continuity (Feb. – Nov.)	91%	95%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 8% of our student population identify as Indigenous Students (Torres Strait Islander or / and Aboriginal).

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	16	18
Year 4 – Year 6	22	17	20
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4), the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Swayneville State School we deliver 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, e.g. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	94%	90%
• this is a good school (S2035)	93%	94%	90%
• their child likes being at this school* (S2001)	100%	100%	86%
• their child feels safe at this school* (S2002)	100%	94%	95%
• their child's learning needs are being met at this school* (S2003)	100%	94%	86%
• their child is making good progress at this school* (S2004)	100%	94%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	95%
• teachers at this school motivate their child to learn* (S2007)	100%	94%	90%
• teachers at this school treat students fairly* (S2008)	100%	89%	95%
• they can talk to their child's teachers about their concerns* (S2009)	93%	94%	91%
• this school works with them to support their child's learning* (S2010)	87%	100%	86%
• this school takes parents' opinions seriously* (S2011)	86%	89%	90%
• student behaviour is well managed at this school* (S2012)	100%	94%	90%
• this school looks for ways to improve* (S2013)	100%	100%	95%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	81%
• they like being at their school* (S2036)	100%	96%	92%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	100%	100%	96%
• their teachers motivate them to learn* (S2038)	100%	96%	92%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	96%
• teachers treat students fairly at their school* (S2041)	95%	100%	81%
• they can talk to their teachers about their concerns* (S2042)	94%	100%	96%
• their school takes students' opinions seriously* (S2043)	95%	96%	88%
• student behaviour is well managed at their school* (S2044)	100%	96%	84%
• their school looks for ways to improve* (S2045)	100%	100%	84%
• their school is well maintained* (S2046)	100%	100%	88%
• their school gives them opportunities to do interesting things* (S2047)	100%	96%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	92%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	95%	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. All adjustments to students' curriculum plans are discussed collaboratively with parents.

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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	0	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 begun implementing a recycling program where students separate recyclable items at lunch times.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	165,271	51,240	44,731
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

- Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

- Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	12	10	0
Full-time equivalents	8	6	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	1
Bachelor degree	9
Diploma	
Certificate	

*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 2018 were \$19386.48

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
- Beginning Teacher Mentoring
- Principal Conference
- Embedding Formative Assessment

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	95%	94%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

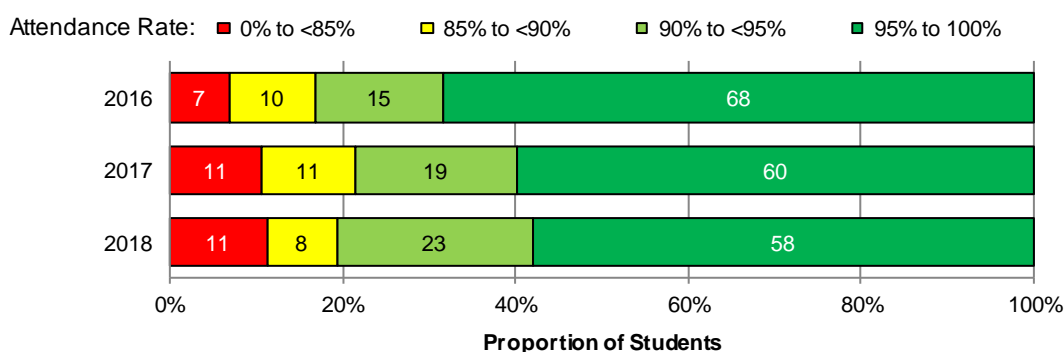
Year level	2016	2017	2018
Prep	95%	93%	95%
Year 1	95%	94%	93%
Year 2	95%	93%	95%
Year 3	96%	97%	91%
Year 4	92%	94%	97%
Year 5	96%	94%	95%
Year 6	96%	94%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.

4. Click on ‘NAPLAN’ to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school’s NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.