Principal’s foreword

Introduction

This School Annual Report is intended to provide parents and interested members of the community with a brief insight into our school and an overview of our achievements in 2010. The report also offers statistical information gathered by Education Queensland regarding student outcomes, community satisfaction and staffing details.

All test results and other data referred to in this report come from 2010.

The staff, students and parents of Sharon State School are justifiably proud of their little school and its achievements.

For more detailed information please visit or contact the school on 41309222.

Kind regards,

Tony McGovern

PRINCIPAL
School progress towards its goals in 2010

Our 2010 Annual Operational Plan nominated the following goals for the 2010 school year.

1/. Maintain high standard of Academic Achievement

✓ Students achieved High Distinctions, distinctions and Credits in University of NSW Academic Competitions.
✓ Year 3, 5 and 7 students achieved scores similar to, or above, the Australian mean in 2010 NAPLAN tasks.

2/. Curriculum, Teaching & Learning

✓ Functional grammar implemented in all classroom.
✓ Philosophical discussion evident in SOSE programs.

3/. Closing The Gap

✓ EATSIPS Audit of school carried out. Recommendations shared with staff.

4/. School Musical

✓ “The Missing Cookbook” & “Jo Bright and the Seven Barbies” presented at TAFE Theatre

Future outlook

In 2010, Sharon will, once again, look to maintain its philosophy of challenging students as individuals; preparing them socially, physically and intellectually for high school and the world beyond

The development functional grammar will remain a priority along with an analysis of our spelling program with a view to holding onto positive aspects and exploring alternative methods being used in other schools.
School Profile

Year levels offered: Prep to Year 7

Sharon is a coeducational state school located at 18 Sharon School Road, Sharon, in the North Coast Region. Established in 1883, it services the small acreage residential area of Burnett Downs and surrounding farming community. It’s found 13 kilometres from Bundaberg on the Gin Gin/Bundaberg road.

Along with the local shop, Sharon School is the sole focus of the community with families regularly commuting to Bundaberg for both work and leisure.

The community is very supportive of their school. One of the strengths of our school is a dedicated P&C Association who willingly support their school in the pursuit of its goals. It is the major formal parent body in the school. Our P&C has, in the past year, helped fund the purchase of three new interactive whiteboards for our classrooms. Parents can also be seen supporting the school through fund raising, classroom support and a rostered volunteer tuckshop.

Another strong indicator of family values and support for the school is reflected through consistent wearing of uniform at the school every day.

Families tend to have high academic expectations of both their children and the school.

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>44</td>
<td>66</td>
<td>82%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our school community consists of a range of social backgrounds, work and living situations. Employment is characterised by families that live on acreages, commute to Bundaberg, own small businesses, are currently seeking employment or, to a lesser extent, work on farms.

Sharon students range from preparatory year through to Year 7. We operate 3 multi-age classrooms – two of which are double classroom, team teaching spaces. Because we focus on individual progress, we prefer not to refer to year levels where practical. The classes are “Salt ‘n’ Preppers” (Prep & Year 1), Double Js (double space Year 1 to Year 5) and “Macs” (double space Year 4 to Year 7).
Systemic data from the Year 2 Net and NAPLAN tests would indicate that Sharon students generally produce satisfactory to very satisfactory results in comparison to national data. We have identified spelling as an area for improvement in 2011.

### Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>3</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

The curriculum is delivered in integrated KLA units or in focussed lessons relating to a particular KLA.

Sharon is a multi-age school. Our intention is to challenge students according to individual abilities rather than the generic confines of year level expectations. Students within a class group work on similar activities with differing levels of expectation.

Extra curricula activities

Interschool Sport

School Musical

Sketch Club

How Information and Communication Technologies are used to assist learning

All classes at Sharon State School have computers available for student use. These receive constant use as children research, email, undertake curriculum programmes and word process. On top of this, Sharon also offers a free subscription to “Mathletics” and “Spellodrome” which are web based academic programs.

Computers are seen, very much, as a tool for learning.
Social climate

The social climate of Sharon School is based on the values of respect and relationships for, and with, people and our environment. The “positiveness” of the climate is illustrated through the following responses from our satisfaction survey in August last year.

Parents

97.4% of parents surveyed indicated that their child was happy to come to school. (71.8% very satisfied)
97.4% of parents surveyed indicated that their child is getting a good education at Sharon.
87.2% of parents surveyed indicated that the school is developing their child’s social skills. (43.6% very satisfied)
94.9% of parents surveyed indicated that the staff are approachable when they want to discuss their child. (74.4% very satisfied)
94.9% of parents surveyed indicated that their child felt safe at Sharon. (59% very satisfied)
89.8% of parents surveyed indicated that their child was treated fairly at Sharon. (59% very satisfied)
97.4% of parents surveyed indicated that the school makes them feel welcome. (69.2% very satisfied)
94.9% of parents surveyed indicated that the school communicates well with them. (59% very satisfied)

Students

89.7% of students surveyed indicated that they were happy to come to school. (75.9% very satisfied)
93.1% of students surveyed indicated that they felt safe at this school. (58.6% very satisfied)
92.7% of students surveyed indicated that they were treated fairly at this school. (58.6% very satisfied)

Staff

100% of staff surveyed indicated that staff and community relationships are good.
100% of staff surveyed indicated that they get on well with the students in this school.
100% of staff surveyed indicated that there is a good team spirit among the staff at this school.
Our school at a glance

Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Parent participation and involvement in school activities is encouraged throughout the school. Weekly parades and weekly newsletters keep all caregivers informed as to the forthcoming events within the school and provide opportunities to celebrate the successes of our school and students. Parents and other interested members of our school community are actively encouraged to be involved within the school; particularly with our early years program, during art and craft activities as well as helping on class excursions, special event days, celebrations and tuckshop.

Parent teacher information sessions are held at the beginning of each school year so that parents have the opportunity to meet the teacher and gain a better understanding of the expectations for each particular class. Interviews with the classroom teacher can be made at any time however reporting interviews are held each semester.
Reducing the school’s environmental footprint

Thanks to input from our solar panels, our overall electricity usage has decreased. This is despite an increase in buildings and facilities. However, electricity costs have increased due to higher electricity charges per KwH. This may be partly due to air conditioning costs. Council rates have also increased.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity Kwh</th>
<th>Water KL</th>
<th>Gas MJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$13,014</td>
<td>$10,807</td>
<td>$0</td>
<td>$0</td>
<td>$479</td>
<td>$0</td>
<td>$1,728</td>
<td>56,467</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$11,634</td>
<td>$9,607</td>
<td>$0</td>
<td>$0</td>
<td>$479</td>
<td>$0</td>
<td>$1,548</td>
<td>57,445</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>12%</td>
<td>12%</td>
<td>N/A</td>
<td>N/A</td>
<td>0%</td>
<td>N/A</td>
<td>12%</td>
<td>-2%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>8</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $5,409.
The major professional development initiatives are as follows:

First Aid refresher course

- Online Philosophy in Education Course
- Functional Grammar
- Support-a-Writer and
- Asbestos Policy and
- Analysing Data using OneSchool

The involvement of the teaching staff in professional development activities during 2010 was 100%.

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

**Proportion of staff retained from the previous school year.**

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.
**Key student outcomes**

**Attendance**

<table>
<thead>
<tr>
<th>Student attendance - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average attendance rate for the whole school as a percentage in 2010 was 93%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>96%</td>
<td>90%</td>
<td>93%</td>
<td>90%</td>
<td>92%</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

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

Rolls are marked twice per day with the data entered into our SMS administration system. Unexplained absences are followed up with a phone call to parents and caregivers on the third day of consecutive absence. Newsletter articles reinforce the importance of attendance at each and every day’s classes by our students.

Prolonged absences are followed up, if necessary, by formal correspondence in line with compulsory attendance policies.
Achievement – Years 3, 5, 7, and 9

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 are available via the MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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

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

In 2010, attendance by indigenous students was 99.2% which was significantly ahead of non-indigenous students who came in at 92.9%.
Sharon had no indigenous students enrolled in Year 3 in 2010.
At Sharon, we seek opportunities to increase cultural awareness by embedding indigenous cultural perspectives in our curriculum and through “acknowledgement of country” at parades.