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 2011. 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 2011.

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 2011

Our 2011 Annual Operational Plan nominated the following goals for the 2011 school year.

Priority 1: Literacy & Numeracy
- Strive to maintain high level of academic success through “distance travelled” and academic competitions.

Achieved: Demonstrated through high achievements in academic competitions and NAPLAN data which indicated mean achievement which was either at or above national standards. NAPLAN and internal data indicated satisfactory individual progress.

Priority 2: Curriculum, Teaching & Learning
- Functional Grammar implemented in all classrooms.

Limited Achievement: While functional grammar is an integral part of school work units, reference to traditional grammar in national testing encourages stronger emphasis in this area during classroom work.
- Distance Travelled Data Plan embedded throughout school.

Achieved: Distance travelled is embedded in the school culture through multi-age philosophy, internal assessment data plan is now enacted throughout the school.

Priority 3: Closing the Gap
- Indigenous Learning Programs documented and implemented in classrooms. Achieved

Priority 4: School Performance Teaching & Learning Audit
- Review and act, where practical, on recommendations from 2010 Curriculum Audit Report.

Achieved: Curriculum Plan revised to address requirements identified in 2010 Curriculum Audit

Future outlook

In 2011, 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.

Specifically, we have set ourselves 5 goals to pursue for the 2012 school year.

Key Priority 1. Implementation of Australian Curriculum in English, maths and science.
Key Priority 2. Literacy Focus – Spelling.
Key Priority 4. Implement Findings of 2011 Teaching & Learning Audit.
Key Priority 5. Environmental Sustainability

2011 School Annual Report
Our school at a glance

**School Profile**

Coeducational or single sex: Coeducational  
Year levels offered: Prep - Year 7  

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>130</td>
<td>56</td>
<td>74</td>
<td>95%</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 who live on acreages, commute to Bundaberg, own small businesses, wage earners, 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 to Year 2), “Double Js” (double space Year 1 to Year 4) and “Macs” (double space Year 4 to Year 7). Around 3% of our students identify as indigenous. There are currently no students enrolled who come from families speaking English as a second language.

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.

**Class sizes – Proportion of school classes achieving class size targets in 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.5</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>29.5</td>
</tr>
<tr>
<td>All Classes</td>
<td>25.5</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>5</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</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

Whilst working with "Essential Learnings" for the bulk of 2011, we were also beginning to make connections with the new Australian Curriculum due to be trialled in 2012.

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 “Spelladrome” 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

90% of parents surveyed indicated that their child was happy to come to school. (77.5% very satisfied)

92.3% of parents surveyed indicated that the school is developing their child’s social skills. (59% very satisfied)

94.9% of parents surveyed indicated that their child felt safe at Sharon. (56.4% very satisfied)

89.7% of parents surveyed indicated that their child was treated fairly at Sharon. (66.7% very satisfied)

92.5% of parents surveyed indicated that the school makes them feel welcome. (62.5% very satisfied)
Our school at a glance

Students
96.6% of students surveyed indicated that they were happy to come to school. (75.9% very satisfied)
89.7% of students surveyed indicated that they felt safe at this school. (75.9% very satisfied)
86.2% of students surveyed indicated that they were treated fairly at this school. (37.9% very satisfied)

Staff
85.7% 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.
92.9% of staff surveyed indicated that they were happy working at this school.

Parent, student and teacher satisfaction with the school

Satisfaction levels of parents, students and staff are at levels higher than both State and Like Schools means.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>93%</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>95%</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>93%</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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Increases in student numbers and use of technology put greater demands on our use of electricity. To a small extent, this is offset by the solar panels installed on the Salt ‘n’ Preppers building. Increased rainfall resulted in a reduced demand on our irrigation line.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>53,483</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## 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>9</td>
<td>6</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>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</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>7</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 2011 was $7,137.

The major professional development initiatives are as follows:

- “AUS Identities” staff and parent workshops
- NAPLAN Preparation PD
- Fit For the Job Challenge
- CPR Refresher Course
- Transition to OneSchool Administration
- Statewide Principals’ Conference
- Preparation for Implementation of National Curriculum

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school 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 given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

**Key student outcomes**

**Student attendance - 2011**

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student attendance rate for each year level**

<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>94%</td>
<td>96%</td>
<td>93%</td>
<td>91%</td>
<td>95%</td>
<td>94%</td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**

The proportions of students by attendance range.

![Attendance Distribution Chart]

**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.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

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

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 2011, attendance by indigenous students was 98% which was significantly ahead of non-indigenous students who came in at 93.9%. NAPLAN data indicated attainment of Year 3 writing achievement was above the state mean but slightly below the non-indigenous mean at the school. It also indicated that Year 3 numeracy achievement at the school was significantly above that of the school, state and national means.

At Sharon, we seek opportunities to increase cultural awareness by embedding indigenous cultural perspectives in our curriculum and through “acknowledgement of country” at parades.