



Sharon State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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School overview

Sharon is a co-educational state school located at 18 Sharon School Road, Sharon providing education to students from Prep to Year 7. Established in 1883, it services the small acreage residential area of Burnett Downs and surrounding farming community. It is located 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 Parents and Citizens Association who willingly support their school in the pursuit of its goals. It is the major formal parent body in the school. 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 have high academic expectations of both their children and the school.

School progress towards its goals in 2018

IMPROVEMENT STRATEGIES AND ACTIONS 2018

Analyze Student Data

- Implement and engage in regular reading and numeracy data discussions to inform improvement, guide teaching and prompt early intervention.
- Further develop teacher expertise in data analysis to inform effective teaching and learning.

Improve Student Attendance

- Analyse trends in attendance data at the whole school, class and individual student level.
- Implement both proactive and reactive strategies to increase student attendance to 95%
- Communicate and promote student attendance rates in the wider community
- Promote awareness of attendance rate in newsletter
- Issue awards for 100% attendance by term

I4S

- Provide effective and efficient financial support to enable sustained school improvement
- Employ teacher aides to provide individual support to students requiring assistance with literacy skills.

Upper 2 Bands Priority

- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- Provide challenging learning experiences that further develop reading and numeracy expertise
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

Australian Curriculum Priorities

- Embed English, Mathematics, Science, History & Geography (National Curriculum) using the C2C resource ensuring alignment with community expectations.
- Implement Civics and Citizenship (from Year 3) & Economics and Business (from Year 5) using the C2C resource
- Continue to align and embed Australian Curriculum in all settings.

- Using the North Coast Region: " A Guide to School Based Assessment Tools and Year Level Expectations" as a base guide develop school based Year Level Expectations in reading, numeracy and U2B
- Introduce the Digital Technologies- Australian Curriculum, (coding), via Robotics.

Literacy Priorities

- Deliver oral language activities that target phonological and phonemic awareness
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these
 - Reading Link, Daily Rapid Reading
- Continue to embed a balanced reading program
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
 1. Reading Aloud to students;
 2. Modelled Reading;
 3. Shared Reading;
 4. Guided Reading;
 5. Independent Reading.
- Align reading framework to Pearson’s Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading)
- Embed comprehension strategies e.g. Sheena Cameron, into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- Ensure the 5 aspects of reading are explicitly addressed i.e.:
 1. Fluency;
 2. Broad and Deep Vocabulary;
 3. Active comprehension Strategies;
 4. Text and Textual features;
 5. Knowledge of the World
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference e.g.: Cars and Stars; QAR, Sheena Cameron Comprehension Strategies, Daily Rapid Reading

Develop and embed a balanced writing program

- Develop a shared understanding and pedagogical practice of the 4 writing procedures:
 1. Modelled Writing;
 2. Shared Writing;
 3. Guided Writing;
 4. Independent Writing
- Align writing pedagogy to Pearson’s Gradual Release of Responsibility Model
- Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing, Sheena Cameron

Numeracy Priority

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources e.g. PAT M.
- With PEAC support and cluster opportunities (Best Practice Networks), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation
- Practice and deepen number facts
- Introduce the use of number concept games during Maths Warm-Ups.

Moderation

- Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice

- Triangulate A-E School Assessment Data against relevant data sets e.g. NAPLAN (reference OneSchool)
- Identification of cluster moderations/PD

BPN Priority

- Engage in quality professional development and professional sharing via BPNs. -Foster participation of whole of leadership team in improvement via discussions and participation. (Ensure whole of school leadership team involvement in professional learning activities relating to improvement priorities)

Developing Performance Framework

- Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.
- Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers
- Consultation and feedback structures are in place and occur in a timely manner (Once a term)
- Use peer observations, feedback, differentiated coaching and learning -communities to improve teaching practices.
- Implement processes to regularly monitor staff and personal wellbeing

Learning Communities

- Principal Performance Development Plan in place with ARD with clearly identified leadership focus.
- Lead and model learning to develop a shared belief that all students can learn and all teachers can teach.
- Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.
- Enable teachers to engage in effective coaching and observation opportunities to improve teaching practices.
- Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.
- Explicit Improvement Agenda
- Analyse whole school trends to develop an explicit improvement agenda
- Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.

Opinion Survey Priorities

- Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.

Alignment and Consistency

- Continue to develop opportunities to work with regional support staff and services.
- Develop opportunities for schools to work together to share knowledge and resources.
- Implement the recommendations from the School Improvement Unit as required.

Flying Start initiative

- Develop mutually satisfying partnerships with Secondary Schools
- Maintain opportunities to ensure the Junior Secondary initiative is successful.

- Develop a range of locally pertinent communication strategies that enable the sharing of information.
- Continue the fostering of strategies concerning staffing and resource allocations

Supporting Successful Transitions: Early Start

- Assess current transition practice
- Start conversation with Transition partners
- Plan collaboratively to establish strategies based on data with transition partners
- Incorporate strategies into school plans
- Measure the effectiveness of transition strategies throughout 2016

Partnerships

- Continue to work with regional support services to support and sustain school improvement
- Develop partnerships within and beyond the school that support student learning.
- Embrace opportunities to collaborate with local communities.
- Through Supporting Successful Transitions explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres.
- Identify Early Start as a data collection resource

Parent and Community Engagement Strategy

- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
- Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, web portal and letter
- Provide programs and opportunities for parents to build their capacity to support their child's learning
- Actively seek and develop a wide range of community partnerships

Future outlook

Our 2019 school improvement strategy is to continue to develop a Balanced Reading program into the school. The school is also broadening its focus into developing a Balanced Writing program as part of the school curriculum. A focus will also be placed on building teacher capacity in these areas.

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	148	151	116
Girls	70	79	58
Boys	78	72	58
Indigenous	9	7	6
Enrolment continuity (Feb. – Nov.)	92%	96%	84%

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

Sharon State School is a co-educational state primary school located at 18 Sharon School Road, Sharon Bundaberg, in the North Coast Region. Established in 1883, it services the small acreage residential area of Burnett Downs and the surrounding farming community. It is located 13 kilometres from Bundaberg on the Gin Gin- Bundaberg Road. Students identified as indigenous and all students requiring individualised learning support in aspects of literacy and numeracy, were also differentiated for.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	25	20
Year 4 – Year 6		25	21
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

Our Approach to Curriculum Delivery

Sharon State School provides a quality, individualised and differentiated curriculum program, including:

- Australian Curriculum sequenced and systematic delivery of subjects, general capabilities and cross-curricular priorities.
- Languages Other Than English (LOTE) – Japanese for all Year 5 and 6 students.
- Health and Physical Education – Physical Activity Teacher.
- Fortnightly Chaplain through Scripture Union Service Provider.
- Annual Athletics Sports Carnival.
- Biennial Camps and Musical cycles.
- Swimming Program for Year 3 – 6.
- Annual School Concert, Graduation and End of Year Celebration.
- P&C- School partnership supported events.

Co-curricular activities

Sharon State School provides a range of extra-curricular activities through School and P&C support and involvement, including:

- Bundaberg Show Display and student entries.
- District, Zone and Regional representative sport trials and events.
- Musicals and Camps.

How information and communication technologies are used to assist learning

Sharon State School is a sustainable learning community of teachers, students, parents and friends who are digitally connected, creative and wise. We utilise traditional and mobile technologies, and pedagogies to enhance our curriculum delivery and the learning opportunities for each student.

Lego robotics is also available to students in lunch periods and throughout technology units of work.

Class Dojo is an integral part of our behaviour management system and all teachers are connected to every class and messaging between home and school is frequent utilising the system.

Social climate

Overview

Sharon State School highly respects and values its students, staff and the community. We are committed to ensuring a quality learning centre where respect and tolerance are embedded in us all through explicitly discussing the topics that affect us all as individuals in a safe and supportive environment.

We value the input and productiveness of the partnerships within the community, local businesses and other agencies with whom we interact. Our school is conscious of the technology available to students, and promotes digital ethics and citizenship. The school now communicates with parents and the community through Facebook and Twitter embedded and connected to our school website.

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%	100%	96%
• this is a good school (S2035)	100%	100%	98%
• their child likes being at this school* (S2001)	96%	100%	98%
• their child feels safe at this school* (S2002)	96%	100%	98%
• their child's learning needs are being met at this school* (S2003)	98%	100%	96%
• their child is making good progress at this school* (S2004)	98%	98%	96%
• 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%	100%	98%
• teachers at this school motivate their child to learn* (S2007)	100%	98%	96%
• teachers at this school treat students fairly* (S2008)	96%	95%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	98%
• this school works with them to support their child's learning* (S2010)	100%	100%	98%
• this school takes parents' opinions seriously* (S2011)	96%	98%	96%
• student behaviour is well managed at this school* (S2012)	94%	98%	100%
• this school looks for ways to improve* (S2013)	98%	98%	92%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	100%	100%	98%

* 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)	90%	99%	89%
• they like being at their school* (S2036)	86%	91%	89%
• they feel safe at their school* (S2037)	93%	93%	97%
• their teachers motivate them to learn* (S2038)	92%	97%	97%
• their teachers expect them to do their best* (S2039)	97%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	94%	95%
• teachers treat students fairly at their school* (S2041)	86%	87%	92%
• they can talk to their teachers about their concerns* (S2042)	76%	93%	86%
• their school takes students' opinions seriously* (S2043)	79%	94%	89%
• student behaviour is well managed at their school* (S2044)	76%	93%	89%
• their school looks for ways to improve* (S2045)	97%	99%	95%
• their school is well maintained* (S2046)	90%	96%	97%
• their school gives them opportunities to do interesting things* (S2047)	88%	99%	89%

* 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)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

As a small school, we actively encourage parents to become involved in their child/children's education and are continually striving for a supportive school environment. This communication and involvement can take many forms but may include:

- Working as a classroom volunteer and/or being involved with school information and celebration days.
- Communicating and discussing ideas/concerns with the Principal and/or Teachers.
- Attending P&C meetings for involvement in consultation, decision-making and fundraising at events.
- Supporting school events, wellbeing breakfasts, sports programs or chaplaincy.
- Communicating and writing notes to Teachers and using ClassDojo.

Communication between the school and home is undertaken through fortnightly newsletters, website, email, social media, additional updates, letters or permissions as required.

In addition the teaching teams undertake, twice yearly semester formal reports, formally scheduled parent-teacher interviews twice a year, and additional parent-teacher discussions and conferences on a responsive and ongoing basis.

Respectful relationships education programs

At Sharon State School, positive behaviour support philosophies underpin our behaviour management and discipline plans for students are staff, detailing positive behaviours, consequences for undesirable behaviours, positive reward systems and targets including a weekly student leader designed school rule focus and reminders, which are also shared with the community in the Newsletter.

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	2	0	0
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

The school has seen increased power usage during the past three years due to enrolment growth and installation of additional ICT infrastructure as well as number of devices. The school also monitors its usage of power and solar panel electricity generation through the solarschools.net website.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	57,883	14,762	72,237
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.

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

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

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	10	9	<5
Full-time equivalents	8	6	<5

*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	0
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	10
Diploma	0
Certificate	0

*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 \$5384.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Reading agenda
- Writing agenda
- PBL

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, 80% 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	93%	91%	91%
Attendance rate for Indigenous** students at this school	90%	89%	91%

* 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

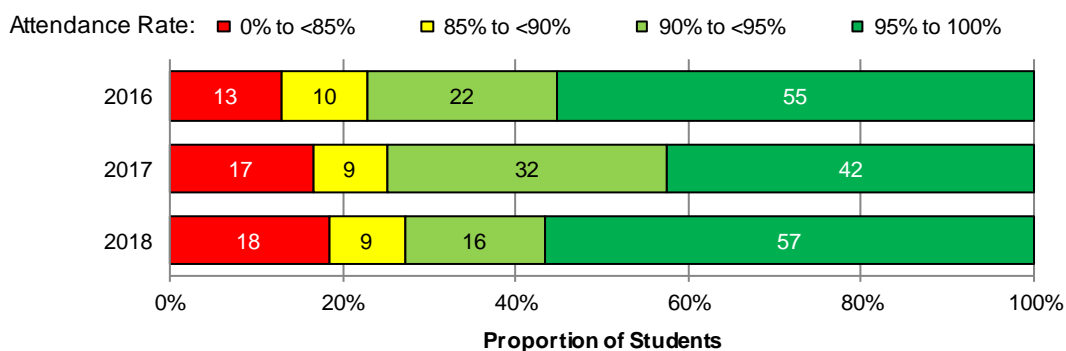
Year level	2016	2017	2018
Prep	94%	93%	91%
Year 1	89%	95%	93%
Year 2	93%	85%	96%
Year 3	90%	90%	87%
Year 4	92%	89%	91%
Year 5	95%	89%	91%
Year 6	96%	93%	89%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

In 2018, at Sharon State School, Everyday Counts. As our school utilises electronic roll marking morning (9:00am) and afternoon (2:45pm) daily as part of OneSchool, both the school and parents / guardians have some processes to adhere to -

- A phone call is required on the day of the absence /s for every student. A message can be left on the answering machine if unanswered or at anytime during the morning prior to school.
- For prolonged illness (3 days or longer) - in addition to the above - a medical certificate is appreciated upon student return.
- For other absences that are known about in advance, a discussion (phone, email, in person) with the Teacher is appreciated and the dates will be noted for the upcoming absence with an authorised or unauthorised explanation.

Absences are strictly marked as 'unexplained' if notification on or before the date of absence is not received. Naturally, in emergency situations, families are encouraged to make contact with the school to discuss personal circumstances in confidence with the Principal, at the earliest opportunity. In order to ensure the accuracy of rolls and records, Unexplained Absence Notification letters are periodically sent home engaging parents in communicating reasons for recorded unexplained absences.

At Sharon State School, unauthorised, continued or prolonged absences are addressed through the Principal engaging in discussions with families surrounding attendance, either by phone or arranging a meeting either at school or at home.

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.