


QUEENSLAND STATE SCHOOL REPORTING - 2010

Shailer Park State School

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Principal's foreword

Introduction

Shailer Park State School is located in the South Coast Region and attracts students from the surrounding suburbs of Shailer Park, Springwood, Daisy Hill, Tanah Merah, Carbrook and Eagleby. The community consists of a broad cross-section of society and includes a range of socio-economic, ethnic and cultural backgrounds. The school was established in 1982 at the time when rapid growth in the area was evident. Enrolments peaked at 900 in the late 80's.

At present, 472 students attend the school. Currently, there are 19 classes from Year 1 to 7, two Prep groups and a Special Education Unit.

The following report details our school's progress and achievements towards our stated goals during the course of 2010. It includes data and commentary on:

- enrolments and trends
- class sizes
- disciplinary absences
- curriculum
- opinion surveys
- staffing
- student achievement

School progress towards its goals in 2010

The main goals as stated in the 2010 Annual Operational Plan were:

Literacy & Numeracy

- Action Plans for Literacy and Numeracy established and implementing (Significant Progress)
- School Literacy Program adopted (Achieved)
- School Numeracy Program adopted (Progress)
- Coach framework established and implemented (Achieved)
- Year level planning systems fine-tuned (Significant Progress)
- professional development plan for all staff established (Significant Progress)
- school programs co-ordinated and resourced (Significant Progress)
- data driving teaching and learning programs (Significant Progress)
- assessment program revised and refined (Significant Progress)

ICT

- school resources rationalised (Significant Progress)
- support personnel and systems refined (Significant Progress)
- School ICT Plan implemented (Significant Progress)

Gifted and Talented

- SAGES to all Year 2 students (Achieved)
- determinations made on the basis of SAGES
- School adopted district agreement on G&T (Significant Progress)

Student Behaviour

- School-wide Positive Behaviour Support implemented (Significant Progress)
- SWPBS Team established (Achieved)
- explicit teaching of rules and expectation conducted regularly (Significant Progress)
- evidence based decisions informing action plan (Significant Progress)

Future outlook

Literacy

- excellent pedagogy from quality coaching
- development of a quality English program
- consistent, high quality classroom planning systems
- quality assessment practices

Numeracy

- excellent pedagogy from quality professional learning
- First Steps professional learning for all staff during 2010
- use of iMaths as a support for higher level thinking and deeper understanding
- quality assessment practices

Student Management

- authentic implementation of SWPBS
- SWPBS Team setting direction
- data driven decisions

Staff Welfare

- promote and resource safe and supportive practices
- H&S Team to drive agenda

Indigenous education

- Individual tracking of every Indigenous student (15)
- Progress, attendance, welfare monitored by Leadership Team

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: P-7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
518	238	280	Declining enrolment

Characteristics of the student body:

Shailer Park State School is a P-7 co-educational school. It is situated in the urban corridor about 30 kilometres south of Brisbane. It consists of 21 classroom groups, mainly single-year classes. There is a 3% Indigenous population. There are also ESL students but in small numbers.

Most students come to Shailer Park from the Shailer Park suburb. A number of families by-pass local schools to attend Shailer Park.

According to demographic data, the population in the Shailer Park area is aging. This is leading to a decline in student numbers.

The school supports special education programs. In 2010 there were, on average, 40 students enrolled in our Unit. These included ASD students as well as intellectually, visually and physically impaired students. These students are generally integrated into mainstream classrooms.

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

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23.7	77.8%	77.8%	0%	22.2%
Year 4 – Year 7	25.6	100%	100%	0%	0%
All Classes	24.8	90.5%	90.5%	0%	9.5%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	60
Lng Suspensions - 6 to 20 day	2
Exclusions	1
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- A Performing Arts programme incorporating choir, instrumental music and dance program
- Active engagement with ICT's – the use of smart boards by all students, including Prep, in all curriculum areas; computers in every classroom.
- Every student had access to and working on Mathletics and Intrepica

Extra curricula activities

- Interschool sports participation in rugby league, soccer, netball
- Participation in Maths Teams Challenge
- Opti-Minds
- Gala Night; Shailer's Got Talent – these are performance opportunities which showcase the artistic talents of our students.
- Instrumental music – strings and brass/percussion; junior and senior bands
- Extensive student leadership opportunities

How Information and Communication Technologies are used to assist learning

Teachers and students engage with ICT's across all year levels and all areas of the curriculum. Students make wide use of the computers and smart boards in the classroom. They are utilised in a range of ways from research, presentations (power points), literacy and numeracy rotational activities, publication of work, problem solving activities to interactive games and reinforcement of social skills and rewards.

Students have access to up to date software through the smart boards and are very familiar with the workings of these technologies. This software includes Mathletics and Intrepica which every student in the school accesses. Some students have access to laptops and MP3s to assist them with their integration into the classroom and support their educational goals. Digital cameras, movie cameras and MP3's are part of classroom learning programs.

Our school at a glance

Social climate

Shailer Park services students from a wide variety of backgrounds. For students identified with social, emotional and/or behavioural needs, support exists within the school. Intervention is available from the Guidance Officer, our Student Support Officer and Teacher Aides.

Our school guidance officer conducts parenting courses throughout the year, as well as coordinating the visits by special organisations that support child welfare and safety.

The school values of "Safe, Responsible and Respectful" form the basis of our student support program. This program runs across all year levels under the umbrella of our School Wide Positive Support Program. Reward systems are an integral part of this support program where students, who have exhibited positive attitudes in and out of class, are recognized and acknowledged for this behaviour.

Our school chaplaincy program commenced in Term 4 2007 and continues to have a positive impact on the school community.

Parent, student and teacher satisfaction with the school

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	86.2
Percentage of students satisfied that they are getting a good education at school	70.0
Percentage of parents/caregivers satisfied with their child's school	93.3
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	69.4
Percentage of staff members satisfied with morale in the school	85.7

Our school at a glance

Involving parents in their child's education

Parents are encouraged to be partners in their child/children's education at Shailer Park State School. Many parents help out in classrooms, in the library and in the P&C run tuckshop.

Throughout the year, parenting courses are conducted by the guidance officer for parents to support them with the challenges of raising a child. The Leadership Team also supports parents by providing literacy and numeracy sessions to enable parents to support their children's learning.

In term two, the students from the high school support Under 8's Day by organising and preparing a range of activities for our students.

The school runs numerous events where parents and members of our wider school community are invited and encouraged to attend. These include:

- P-3 Athletics Carnival
- Year 4 - 7 Athletics Carnival
- Cross Country Carnival
- Shailer's Got Talent (a performance and variety show put on by students)
- Gala (to which over 1000 people attended in 2009)
- ANZAC Day Commemoration

Parents are encouraged to be involved in their child/children's education by regular parent/teacher meetings. Many parents maintain communication books with their child's class teacher. Many classrooms have established email communications with families.

Reducing the school's environmental footprint

This school is committed to reducing its environmental impact. A number of key initiatives have been formulated and implemented over the past two years to ensure that this school community is a participant in ensuring that the planet has a sustainable future.

Environmental footprint indicators, 2009-2010

	Total	Electricity	Sewerage	Waste	Water	Other	Electricity KwH	WaterKL
2010	\$57916	\$27310	\$16461	\$6868	\$7277	0	128216	1220
2009	\$64632	\$34849	0	0	\$8244	\$21539	205358	2266
% change 09 - 10	89.6%	78.4%			86.4%		62.4%	53.8%

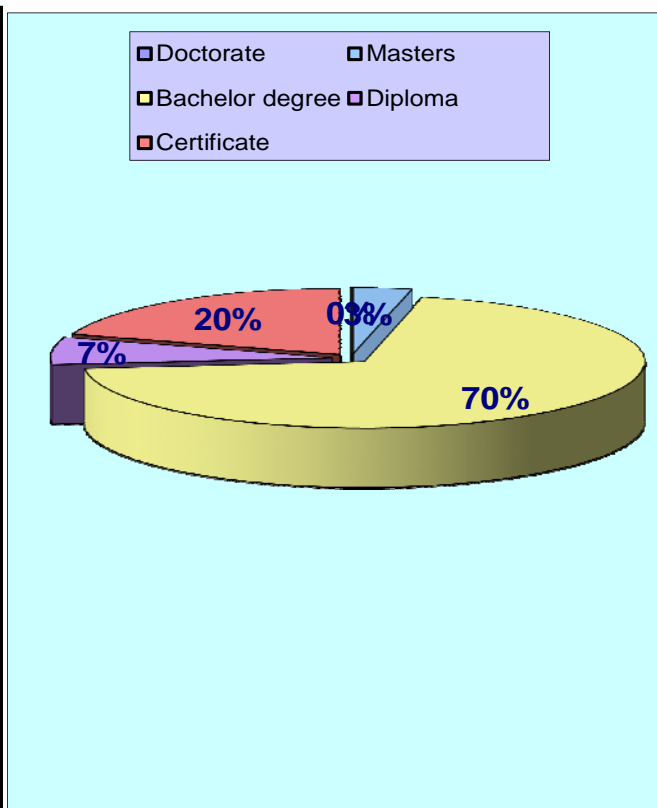
Performance of our students

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	48	23	<5
Full-time equivalents	39.2	14.2	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	21
Diploma	2
Certificate	6



Performance of our students

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$19682.77.

The major professional development initiatives are as follows: The pedagogy of literacy and numeracy.

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 95.5% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96.9 % of staff was retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 93%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92.4%	93.5%	92.6%	93.2%	93.0%	92.4%	92.4%	%	%	%	%	%

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.

Classroom rolls are marked in accordance with EQ policy and procedures. This school monitors attendance by all students. Once a pattern of absence has been established a system of communications is initiated. This system will include phone calls, followed by informal correspondence, followed by formal correspondence.

Performance of our students

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, 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 MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

This school is committed to Closing the Gap between Indigenous and non-indigenous attendance and achievement. During the course of 2010 this challenge continued.

Average attendance for Indigenous students in 2010 was 95.2%.

Average attendance for non- Indigenous students in 2010 was 92.9%.

In the area of attendance there was no Gap at Shailer Park.

For the 2010 QCATs, 50% of Year 4 Indigenous students received a 'C' or better. 31% of non-Indigenous students received a 'C' or better.

'C' or Better on 2010 Report Cards

Year Level	2010 Semester 1		2010 Semester 2	
	Indigenous Students	Non-Indigenous Students	Indigenous Students	Non-Indigenous Students
1	75	58	75	62
2	50	52	50	58
3	n/a	n/a	n/a	n/a
4	50	68	50	62
5	100	66	100	79
6	0	60	50	75
7	66	55	66	60

There is clear evidence to support the fact that this school is cognizant of the Gap, has the goal of eliminating it and has clear strategies in place to achieve that goal.