Principal’s foreword

Introduction

I am pleased to present the 2011 Annual School Report for Shorncliffe State School. This report will provide an overview of our school, our beliefs and values, our student achievement and our local context.

This report includes information about the school; summative information about our achievements for the 2010 and an outline of our future directions.

Shorncliffe State School is a school that performs well in comparison to schools in the local area and schools across Queensland. The school is well resourced and offers a high quality educational experience for all of its students.

Shorncliffe State School has a proud record of working with parents to meet the educational needs of our students. Achieving good educational outcomes for your children is very dependent on a successful partnership between the home and the school. The parent body is very active within the school. The P and C provide support and fundraising and many parents volunteer their time in the classrooms.

In 2011 the focus was clearly on our school curriculum, Literacy, Numeracy, Science and the implementation of a National curriculum.

School progress towards its goals in 2011

The 2011 Annual Operational Plan outlined several key planning priorities for the year. The implementation of targeted initiatives to improve performance of all students in literacy, numeracy and science was a priority. The teaching staff have worked collaboratively to align teaching practices work on a shared understanding of teaching and assessment practices.

Priorities included:-

- Identifying the specific areas of the curriculum that require attention in each year level
- Identifying the potential of students to raise the standard of their results in specific areas of learning.
Development of ways to set targets for these students and for tracking their progress towards the targets.

Utilisation of data collected to determine progress of the school toward its intended targets.

In 2011 Shorncliffe State School shared the effective pedagogy employed by teachers. Teachers confirmed the implementation our school vision and values as the foundation pedagogical practice and community relationships.

In literacy, teaching targets across P-7 were set for reading, writing and spelling. With numeracy, the sequencing and alignment of curriculum programs across year levels was undertaken to develop a transition program to facilitate the implementation of the Australian Curriculum in 2012.

Future outlook

In 2011 the continuing work around the implementation of ICT’s was a major focus in terms of both funding and curriculum development. The school undertook significant purchases in ICT and the training required for better implementation. Curriculum integration of ICT was a major focus.

Continuing the focus on implementing the literacy, numeracy and science through ‘Curriculum to Classrooms’ (C2C) is a high priority. The focus on Reading and Numeracy will see the continued use of data to inform explicit teaching (especially focus of group and individual learning). In reading the range and focus of comprehension strategies used to address student learning needs will be explored with a review of targets in different levels of the school. The alignment the assessment schedule with ‘Curriculum to Classrooms’ will be reviewed.

Develop a reading comprehension program (QAR Question Answer Response) that supports the focus on aligning the learning needs of students (in terms of strategies) with assessment will be implemented.

In Writing and Spelling there will be a review of the ‘Curriculum to Classrooms’ the spelling program and a review of the existing practice of moderation of writing based on rubrics to enable the analysis of student learning trends.

In Numeracy the continued implementation of school numeracy priorities through our transition planning will be undertaken. There will be regular planning and review meetings to ensure the Mathematics expectations of the C2C is being implemented consistently in every classroom as well as an emphasis on the teaching/learning/assessment cycle and the use of resources and the assessment practices.
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>302</td>
<td>178</td>
<td>124</td>
<td>98%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The student population is relatively stable up to Year 4 when a number of the male student population choose to transition to a neighbouring boy’s college. On average 25% of the student population leaves in Year 4 and 6% leave after completing Year 6. In 2011 the percentage of students identified as requiring learning assistance was under 6%. The proportion of Indigenous Students in our population is less than 3.5%.

Shorncliffe State School operates under an enrolment management plan accepting students who reside in the local catchment area. The school maintains a waiting list after Easter in that year for families wishing to enrol their children from outside the catchment area.

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>23.4</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.2</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>23.3</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>0</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

Shorncliffe State School is currently implementing the Australian Curriculum in English, Maths and Science through C2C. Other curriculum areas are implemented through the P to 12 Framework for Queensland Schools – essential learnings in KLA’s. The implementation of these core curricula is made distinctive to Shorncliffe through community partnerships supporting classroom and school activities.

Shorncliffe State School organises these community partnerships in 4 categories. Social / Cultural History, Sustainable Lifestyle, Active Recreation / Sport, Creative Endeavours / Arts. Partnership organisations include EQI and local business – Japanese visitation & Homestay, Local Primary & High Schools, Local Historical Society, RSL, Brisbane City Council, Nudgee Beach Environmental Centre, Community Garden Projects, Science Sparks initiatives, Bramble Bay Sports, Sandgate Swimming Club, Local Recreational Clubs, Local Artists, Sandgate Theatre Company.

The curriculum offered at Shorncliffe State School has a strong focus on Literacy and Numeracy integrating ICT and social programs. The distinctive programs include:-

- Japanese Language Studies
- Sports development Program
- You Can Do It! social skills program in line with Values Framework
- A curriculum embedded in Sustainability
- Leadership for students
- Active Sporting Program
- Peer Support
- Junior and Senior Choir
- Student Council
- Interschool Sports Program
- HPE Swimming Program

Extra curricula activities

Instrumental Music Years 5 to 7 (Woodwind, Brass and Percussion)
Strings Program Year 3 to 7
ICAS – International Competition and Assessment for Schools
Project Clubs year 5 – 7
Bush Dance
Fanfare
Inter house Athletics Carnival
Community Options Program
Programs within the Cabbage Tree Creek Environment through the Nudgee Beach EC
Student Lunchtime Clubs - Japanese Club Rainforest Rangers, Garden Club
Outdoor education opportunities and camps
Before / Afternoon and Vacation Care Programs – Active School Program
How Information and Communication Technologies are used to assist learning

Every classroom has up to four desktop machines in the room. These are used to support curriculum delivery designed around small group and individual work. There is also a computer lab with twenty-seven desktop machines and a data projector. This environment allows classes to work with each student having access to a single machine. Every class has access to an interactive whiteboard in their room.

Social climate

Shorncliffe State School has adopted a proactive approach to behaviour by balancing actions with close caring relationships with each child. With the help of ‘Program Achieve’ (You Can Do It) our school has developing the 5 ‘Foundations’ and 12 ‘Habits of the Mind’ to assist children with the development of positive thinking leading to social and emotional wellbeing. ‘Program Achieve’ or the ‘You Can Do It’ program is assist staff and parents understand how our reactions and interactions (language) determine level of development our children achieve.

It is our belief that our school’s learning environment has a significant impact on students’ lives, achievement and behaviour and underpins the very decisions and actions that all make. The successful development of student social interaction; the development of understated belief and values thinking is the thing one that can set our school apart and increase the learning potential for all students.

A positive school climate exists when all students feel comfortable, wanted, valued, accepted and secure in an environment where they can interact with caring people they trust. Shorncliffe State School has implemented an antibullying policy and have worked hard to identify and to take appropriate action to stop bullying in our school. We have written codes of behaviour, statements for the rights of students and implemented levels of consequences.

School Opinion Survey data indicates that student and parent satisfaction with the social climate of the school. Students are able to have a say in their school through the Student Council and the student leaders’ program sets out the social responsibilities of students.

In 2011 the School Chaplaincy program incorporated supporting students and the wider school community, providing pastoral care, personal advice and comfort and support to all students and staff, irrespective of their religious beliefs.
Our school at a glance

Parent, student and teacher satisfaction with the school

Overall, in 2011 Shorncliffe State School has high satisfaction data from the School Opinion Survey conducted.

<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>96%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Shorncliffe State School has an active P&C. The P&C and the parent body work with staff to provide a range of experiences that enhance student learning. Parent assist in:

- Swimming programs
- Excursions and camps
- Options afternoons
- ANZAC Day Commemoration
- Strong in class volunteer program
- Sporting support
- Open invitation to school events such as Athletics and Swimming Carnival
- Communication with parents through weekly assembly, newsletter and website and at a class level through teacher newsletters and website
- Reporting to parents through both Parent / Teacher interviews and written reports
### Reducing the school's environmental footprint

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

In 2011, awareness of the school's environmental footprint has seen efforts to reduce water and electricity usage across the school. The installation of tanks and the solar energy cells assist the school to achieve reductions.

#### 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>51,632</td>
<td>463</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>
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>25</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>18</td>
<td>7</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>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>24</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</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 $14 391.

The major professional development initiatives are as follows:

- Literacy – Reading
- Science
- ICT
- Gifted Student Education

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 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

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.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
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</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>95</td>
<td>93</td>
<td>93</td>
<td>91</td>
<td>93</td>
<td>94</td>
<td>92</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Rate Distribution](image)

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.

If non-attendance of students become a problem, the following steps are taken:

- Contact is made with the family after three days unexplained attendance
- Support is offered to families
- Teachers are vigilant in alerting the Principal to students with poor attendance.

Reminders in the newsletter regarding the importance of punctuality and daily attendance of school are regularly included. In some instances, the school has used the services of the Guidance Officer.
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/](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

The ‘Closing the Gap’ achievement will not be reported due to fact that Shorncliffe State School has less than 5 indigenous students enrolled.