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Principal's foreword

Introduction

The 2008 Annual Report presents a clear summary of the achievements and activities of 2008 and aspirations for Shorncliffe State School in 2009. Information provided includes information about the school; summative information about our achievements for the 2008 and an outline of our future directions.

Included in the report is a summary of learning outcomes in the key juncture areas of Years 3, 5 & 7 as assessed for the first time by National Assessment Program- Literacy & Numeracy as well information taken from the Year Two Diagnostic Net.

In 2008 the focus was clearly on our school curriculum, Literacy, Numeracy, Science and the continued implementation of the Preparatory Year of Schooling. As stated in the previous report our priorities for 2008 and beyond were stated through the Triennial School Report 2007 and the formulation of the School's Strategic Plan 2008-2010. Priorities included:-

the effective pedagogy employed by teachers

literacy teaching across P-7

the sequencing and alignment of curriculum programs across year levels

the implement our school vision and values.

Future outlook

The School's Strategic Plan 2008-2010 outlines a set of strategies to improve school operations.

In 2008 we have collaboratively planned for improvement of student learning outcomes, monitored both student and school performance and provided direction to the annual planning process to achieve the strategies set out in our plan.

The following strategies and priorities have been undertaken:-

The Development of the Shorncliffe State School Sports Development Program

A whole school spelling program

Continued in-service for teachers on Functional Grammar

Continued shaping and viewing elements of English syllabus with year level overviews, planning for

investigations and assessment

- Maintained focus on the importance of comprehension from Prep to Year 7 and explicitly teaching strategies on how to comprehend
- The development of year level overviews using Essential Learnings

In 2009 Shorncliffe State School will:-

- Reviewed the Go maths program for teaching numeracy
- Continue links to cluster High Schools
- Review intervention programs and develop systematic and ongoing intervention for individuals
- Continue to develop a system to PROFILE learners (computer system that is readily accessible and updated).
- Maximise teacher aide time to classroom teachers to support individual children.
- Purchase resources for classrooms to enhance learning for students requiring extra support.

In 2009 we will explore a system to identify Gifted and Talented students and appropriate programs to engage these learners.

Our school at a glance

School Profile

Total student enrolments for this school: 296.

Year levels offered: Prep to Yr 7

Coeducational Education

Curriculum offerings

Our distinctive curriculum offerings

A number of distinctive curriculum offerings exist at Shorncliffe State School. They include:

- A strong focus on Literacy and Numeracy
- Integrated unit planning
- ICT integration into curriculum
- Japanese Language Studies
- Sports development Program
- You Can Do It! social skills program in line with Values Framework

Extra curricula activities

Extensive extra curricula opportunities include:

- Music - Choral, Instrumental, Strings, Piano
- Sport – member of the Bramble Bay Sports Association of Schools
- Student Lunchtime Clubs - Japanese Club Rainforest Rangers, Garden Club
- Community Options Program
- Programs within the Cabbage Tree Creek Environment through the Nudgee Beach EC
- Outdoor education opportunities and camps
- Before / Afternoon and Vacation Care Programs – Active School Program

How computers are used to assist learning

Computers are integrated into classroom spaces and networked to a server. Children access computers under the classroom management of the teacher supporting studies undertaken and units of work.

Access to computers is good with a ratio of 1 computer for every 4 children. Every child has email and computer security access to the internet.

Social climate

At Shorncliffe State School our concentration is on supporting the teaching / learning process, reviewing our procedures and building significant relationships. These elements we feel are critical to the development of a school where young people can learn and grow.

Shorncliffe State School will continue and build the integrity of the learning and teaching process by nourishing the whole person - their connection to, and belief in, themselves, and their connectedness with others.

School Opinion Survey data indicates that student and parent satisfaction with the social climate of the school.

Our school at a glance

This is achieved through a variety of strategies and programs. 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.

The You Can Do It! Program is used by both staff and students when developing self awareness and getting along behaviours.

The Responsible Behaviour Plan outlines strategies used to promote social engagement.

In 2008 Shorncliffe State School accessed the support of a School Chaplain. The Chaplain's role is to support students and the wider school community in a range of ways, providing pastoral care, personal advice and comfort and support to all students and staff, irrespective of their religious beliefs.

We employ inclusive practices when considering the educational needs of all of our students.

We access inter-agency support and available funding for alternate programs to optimise learning.

We work to develop links with local high schools to participate in extension and transition program.

Involving parents in their child's education.

Our Service Undertaking

Significant Relationships - Quality Programs Developing of the whole child - the intellect, the body, the emotions, the character and the spirit. We seek to provide programs through which children learn to inquire, to reflect, to make sense of their experiences, to judge intelligently, to communicate thoughts and feelings, to work cooperatively with others, and to celebrate themselves, their qualities and achievements.

A Close Cooperative Partnership with Families Recognition that education begins at home and need for children to have a close learning link. Our children' education is enhanced by the close ties between the school and community. It is through this close association that student learning becomes meaningful and that effectiveness of the teaching and learning is evident.

High Expectations Our students are expected to give their best in all areas. Children are encouraged to think independently and accept that rewards are gained from their efforts.

A Close Supportive Environment Surroundings that are pleasant, safe and promote learning. Each child is unique. As a school we place emphasis on catering for the individual needs, abilities and ways of learning of our students. We strive to give each child the opportunity to succeed. The growth in self - confidence of a student is an important goal.

A Climate of Openness Clear communication and an open invitation to be involved.

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:-

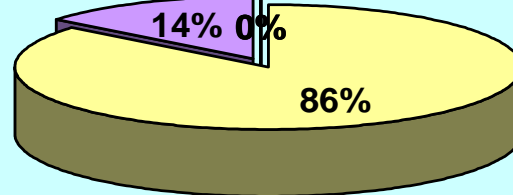
- Swimming programs
- Excursions and camps
- Options afternoons
- ANZAC Day Commemoration
- Strong in class volunteer program
- Sporting support
- Open invitation to school events such as Athletics and Swimming Carnival
- Communication with parents through weekly assembly, newsletter and website and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



Our staff profile

Qualifications of all teachers.

Doctorate	0
Masters	0
Bachelor degree	12
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$ 17079.50
- The major professional development initiatives are as follows:
 - Literacy
 - Science
 - ICT
- The involvement of the teaching staff in professional development activities during 2008 was 93%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 74% of staff was retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93%

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school	428	535	556	N/A
	Average score for Queensland	371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008	96%	96 %	100 %
Writing	Average score for the school	422	522	531	N/A
	Average score for Queensland	391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008	94 %	100 %	84 %
Spelling	Average score for the school	395	498	536	N/A
	Average score for Queensland	366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008	94 %	93 %	89 %
Grammar and Punctuation	Average score for the school	434	556	538	N/A
	Average score for Queensland	370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008	98 %	100 %	84 %
Numeracy	Average score for the school	412	517	573	N/A
	Average score for Queensland	367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008	96 %	100 %	100 %

Performance of our students

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	91.7%
Writing	94.4%
Number	94.4%

Value added

Focus on increasing student achievement
 Wide range of learning strategies for different learners
 Culture that develops a positive sense of belonging and tolerance
 Student leadership program
 Integrated curriculum delivery with technology
 Excellent Music and choir program
 Excellent Japanese program linked to BRHS

Parent, student and teacher satisfaction with the school

Education Queensland Parent Opinion Survey 2008

Survey Area	Satisfaction Range	School Score	State Score
Student Outcomes	Satisfied	3.01	2.92
S104 - that your child works well at this school?	Above	3.35	3.04
Curriculum	Satisfied	3.09	3.00
S120 - with what your child is learning at this school?	Similar	3.15	3.04
Pedagogy	Satisfied	2.99	2.83
S125 - with the quality of teaching your child receives?	Above	3.35	2.96
Learning Climate	Very Satisfied	3.27	2.98
S140 - with the interest that the teacher(s) take in your child?	Similar	3.31	2.97
School Climate	Very Satisfied	3.31	2.86
S148 - about the behaviour of students at this school?	Above	3.23	2.48
S149 - with student discipline in the school?	Above	3.12	2.66
School -Community Relationships	Very Satisfied	3.22	2.93

Performance of our students

S154 - that you have opportunities to participate in the life of the school?	Above	3.38	2.86
Resources	Satisfied	2.57	2.81
S159 - with the school buildings?	Similar	2.69	2.83
Overall	Satisfied	3.05	2.90

Education Queensland Student Opinion Survey 2008

Survey Area	Satisfaction Range	School Score	State Score
Student Outcomes	Satisfied	3.05	3.14
Curriculum	Satisfied	2.96	3.02
Pedagogy	Satisfied	2.84	2.94
Learning Climate	Satisfied	3.13	3.17
School Climate	Satisfied	2.86	2.84
Resources	Satisfied	2.76	2.90
Overall	Satisfied	2.93	2.98

Education Queensland Staff Opinion Survey 2008

Physical Work Environment	Satisfied	2.76	2.75
Relationships	Very Satisfied & Above State	3.44	3.03
School Operations	Very Satisfied & Above State	3.18	2.81
Staff Morale	Very Satisfied & Above State	3.57	2.99
Support Resources & Training	Very Satisfied & Above State	2.92	2.66
Work Roles	Satisfied	3.09	2.93
Work value & Recognition	Very Satisfied & Above State	3.15	2.90
Overall	Very Satisfied & Above State	3.13	2.85