

Sunnybank Hills State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Sunnybank Hills State School had a very successful 2013, ensuring high quality education with a sense of true school community spirit. We are confident that we can, with your support, continue to provide the best possible education for your child. This is embodied in our school motto "Strive for Knowledge".

Our children learn in a supportive and positive environment, always being encouraged to strive to do their best both individually and as part of a team.

At Sunnybank Hills we have built a reputation as a caring school with excellent educational opportunities, including a quality curriculum, high behaviour standards and promoting life-long learning challenges.

This report provides an overview of the school's profile and priorities for 2013. It outlines the curriculum and extra-curricular activities and summarises major achievements. This includes our results, towards the end of this report, for the NAPLAN tests. These results are presented in graph form for Years 3, 5 and 7 and compare our school's mean performance with the Queensland and Australian mean performance.

Our school at a glance

School progress towards its goals in 2013

In 2013 our key areas for improvement were:

Implementation of the Australian curriculum

In English, Mathematics, Science and History using the Curriculum into the Classroom (C2C) resource package, with alignment to our school's Pedagogical Framework.

Implementation of a consistent approach to diagnosing and monitoring Reading development

In 2013 the school continued in its pursuit to embed a consistent approach and language around the teaching of reading in the early years. Professional development and resourcing of the explicit instruction approach continued in preparation for the implementation of the Speech Sound Pics approach across Prep and Year 1.

Probe diagnostic tests in the upper school and PM Benchmarks in the junior school were used to identify and inform teaching.

Refine individual student learning goals and feedback processes based upon Reading achievement.

Year levels trialled approaches to identify effective ways to manage and implement individual learning goals.

Extend First Steps in Maths (FSIM) training for teachers and teacher aides to include number, measurement and space.

Feedback processes show that engagement in this professional development activity has supported the implementation of effective maths pedagogy and teacher confidence.

Trial Stepping Stones on-line mathematics program

This program was successfully introduced in Year 4 and 5 of the middle school and was recommended to be implemented across the school in 2014. A benefit that was identified was the support for extension and intervention with teachers gaining access to all learning programs.

Investigate before school intervention as a support option.

Before school support programs were successfully implemented. Students involved in the program showed improvements in the Probe and NAPLAN results.

Teacher Coaching

Teacher coaching and feedback on pedagogy has developed within a climate of professional trust and sharing. Lesson observations and feedback provide a focus for refining and enhancing explicit instruction across the school.

Future outlook

In 2014 our key development strategies will embrace the following:

Implement strategies and initiatives to support our establishment and operations as an Independent Public School.

Introduce the School Wide Positive Behaviour Support program

Extend the professional coaching and feedback program to support the pedagogical growth of all teaching staff.

Collaboratively consult to align current and new practices that will support the implementation of the P-12 Curriculum Framework. Undertake a review of our school's curriculum plan.

Our school at a glance

Further enhance the ICT WIFI upgrade and programs within the school to complement the implementation of curriculum delivery and the differentiation of individual student learning goals.

Support students in their entry and exit transitional phases of schooling.

Research and reflect upon pedagogical practices that improve whole school curriculum delivery.

Maintain the whole school focus on the teaching of reading to improve student achievement. Introduce the 'Get Reading Right' program in Prep and Year 1.

Enhance productive partnerships with school community.

Implement Developing Performance Framework according to systemic timelines.

Maintain program management structure to support learning achievement and school operations.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7 **Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1064	518	546	97%
2012	1099	534	565	96%
2013	1130	549	581	96%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

We are extremely proud of the multi-cultural nature of our school community and the supportive way our children work and play together.

Our English as Another Language or Dialect (EALD) program is very successful and supports 288 children across the school. These children receive additional support from seven staff members. Children who speak Mandarin, Cantonese, Korean and Vietnamese as their first language make up the majority of our EALD program.

Indigenous students constitute a little less than 1% of all students, while international students account for about 4% of our student population.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	22	23

Our school at a glance

Year 4 – Year 7 Primary	27	24	24
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School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	16	13	1
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our curriculum framework focused on the Australian Curriculum of Mathematics, English, Science and History, as well as the Queensland Curriculum, Assessment and Reporting Framework key learning areas of Studies of Society and the Environment (SoSE), Technology, Health and Physical Education, the Arts and Languages Other Than English (LOTE). In Years 6 and 7 students study Chinese as their Language other than English. The Habits of Mind were embedded in our curriculum program.

At Sunnybank Hills State School we are committed to providing a curriculum that has intellectual quality and encourages children to make links from the tangible to the abstract through real-life and life-like learning experiences.

Extra curricula activities

Instrumental Music

This is an exceptionally strong program that included more than 200 students.

Students who studied a String instrument began in Year 3 and had a lesson each week. These lessons were in school time and were free of tuition charge.

Strings students also participated in our school orchestras and participated in before school sessions.

Sunnybank Hills State School had three string groups:

- Senior (Senior Strings)
- Intermediate (String Orchestra)
- Beginning (Rainbows)

Band students began their program in Year 5. Students were selected for brass, woodwind and percussion instruments. In 2012, Sunnybank Hills State School had three bands:

- Senior (Symphonic Winds)
- Intermediate (Wind Ensemble)
- Junior (Concert Band)

Our **Choral program** involved over 160 children in four choirs with:

- Junior Choral (Years 2 & 3)
 - Junior Choir (Years 4 & 5)
 - Senior Choir (Years 6 & 7) • Choirboys (Years 4-7).
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Our school at a glance

All music groups performed during the year at selected school functions and many participated in outside competitions. Our annual spring music concerts in September were held in our Performing Arts Centre and Activities Centre. These evenings were enjoyed by all performers and families and showcased all the ensemble groups – strings, bands and choirs and involved over 400 students.

Performing Arts

Each year this program provides students with the opportunity to perform in the **National Wakakirri Dance and Drama** competition. In 2013 our school won the Queensland State championship. This performance involved 88 children supported by 12 staff members.

Our **school musical** in 2013 was 'Battle of the Bands' and involved over 100 cast and crew members. The evening performances were presented to 'sold out' audiences in our Performing Arts Centre.

Representative Sporting Program

Sunnybank Hills State School students and staff were strong supporters of sport in 2013. Three teachers were sports convenors of the Sunnybank District sports association, in soccer, softball and tennis. Twelve students were selected to represent our school at the Sunnybank District swimming carnival and nine of these students went on to represent the district at the Metropolitan West regional carnival. One child was selected in the Regional team.

In Semester 1 Gala Day fixtures, 193 students represented our school in district competitions in basketball, football, rugby league and softball. Ten students were selected to represent the District and four went on to represent the Region.

Students not able to represent the school participated in a sports activities program at school, engaging in activities that lead up to and teach sporting skills similar to games that are offered as interschool sports.

Our school Cross Country was keenly contested by the students and had a high participation rate. Fifty-six students represented the school at the District event and eleven of these students were selected to represent the District. One student gained selection in the Metropolitan West team and went on to be selected for the Queensland team. Our school team won the overall Sunnybank District Cross Country trophy for the third year running.

In Semester 2 Gala Day fixtures we participated in the four interschool sports that were offered - AFL, Touch Football, Netball and Cricket. 209 students represented the school with seven students selected to represent the district.

Again the students remaining at school were offered a program to enhance their sporting skills.

The school athletics and sports day carnivals were keenly contested by the houses. The sixty-two students selected to represent the school provided a strong showing again winning the Sunnybank District 'A' Schools Shield. From this team, ten students were selected to represent the District.

Astronomy Club

2013 saw growth of the Astronomy Club. The main activities involved night viewing on the school oval. A parent, Greg Campbell, leads this program which was well supported by up to 40 students and their parents.

Chess Club

Opportunities to participate in chess are supported at school, resulting in student progressing to playing in district competitions. They represent the school in both individual and team events.

Our school at a glance

How Information and Communication Technologies (ICT) are used to assist learning

Teachers use a range of Digital Technologies that support the curriculum implement. ICT support staff are available to maintain equipment and curriculum delivery through the use of ICTs. All classrooms have computers in them and in 2013 the number of iPads was increased in all classrooms with iPods being extended in the Prep -1 area.

Infrastructure also includes four 1 to 1 computer labs (3 PC and 1 Mac) for Year Levels to access for ICT focus activities.

Social climate

In 2013 Sunnybank Hills State School continued to strive for:

Excellence - the development of literacy and numeracy is a priority for interaction in a global community

Inclusiveness - the inclusiveness of diverse cultures to develop cross cultural awareness

Participation – productive partnerships between parents and teachers maximise opportunities for students

Accountability – a high quality learning agenda provides system-supported learning and development for staff

Safety - social skills development supports children's ability to become active and reflective citizens.

During this year we also began the planning processes to introduce *School-Wide Positive Behaviour Support* (SWPBS) to our school in 2014. While instances of inappropriate behaviour are relatively few in our school, this program is viewed as providing a focus to support and further acknowledge the students of our school.

Parent, student and staff satisfaction with the school

The overall levels of satisfaction as reported in the surveys of parents, students and staff are high. The parent survey is conducted across a random sample, while the student survey involves students from Years 5 and 7. All teaching and non-teaching staff are invited to complete the staff survey.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	97%	96%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%
teachers at this school motivate their child to learn* (S2007)	94%	100%

Our school at a glance

teachers at this school treat students fairly* (S2008)	94%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	96%
student behaviour is well managed at this school* (S2012)	97%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	97%
they like being at their school* (S2036)	98%	98%
they feel safe at their school* (S2037)	99%	94%
their teachers motivate them to learn* (S2038)	100%	99%
their teachers expect them to do their best* (S2039)	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	96%
teachers treat students fairly at their school* (S2041)	97%	95%
they can talk to their teachers about their concerns* (S2042)	97%	94%
their school takes students' opinions seriously* (S2043)	97%	96%
student behaviour is well managed at their school* (S2044)	93%	91%
their school looks for ways to improve* (S2045)	97%	100%
their school is well maintained* (S2046)	99%	98%
their school gives them opportunities to do interesting things* (S2047)	97%	99%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	92%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	72%
students are encouraged to do their best at their school (S2072)	98%

Our school at a glance

students are treated fairly at their school (S2073)	93%
student behaviour is well managed at their school (S2074)	74%
staff are well supported at their school (S2075)	75%
their school takes staff opinions seriously (S2076)	69%
their school looks for ways to improve (S2077)	85%
their school is well maintained (S2078)	93%
their school gives them opportunities to do interesting things (S2079)	87%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

Involving parents in their child's education

Sunnybank Hills regards a close parent teacher/child relationship as essential to effective learning. Parents are encouraged to communicate regularly with classroom teachers at appropriate times. In this way a child's progress can be carefully monitored and any problems that may arise can be attended to promptly and rectified before major difficulties can develop. A child who is actively and happily at ease in their environment will learn readily and progress effectively.

Sunnybank Hills State School has a proactive Parents and Citizens association which values the building of a sense of community at the school. In 2013 a Lap-a-thon and our annual Multifest were held. These events, while fund raisers, were also successful in fostering positive relationships among students, families and teachers.

The P&C have continued to employ a full-time Parent Liaison Officer who coordinates these activities and assists in involving all members of the community.

Parents regularly volunteer their time across a wide variety of school activities. This includes classroom support through daily reading lessons and coordinating the home reading programs. Support in the arts program and resource centre, as well as non-classroom activities such as sporting events, the tuckshop and facilities improvements are highly valued by the school community.

Reducing the school's environmental footprint

During 2012 – 2013 measures were put in place to address our water usage. These included a water audit, a review of garden and oval watering and prioritising all plumbing repairs.

Our increase in electricity usage is attributed to the completion of the learning environment upgrade which sees every classroom and learning space air conditioned. An electrical audit is planned for 2014 to identify areas and strategies to help reduce consumption.

Our school at a glance

Environmental footprint indicators		
	Electricity kWh	Water kL
2010-2011	247,808	1,931
2011-2012	268,809	3,303
2012-2013	342,594	2,887

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

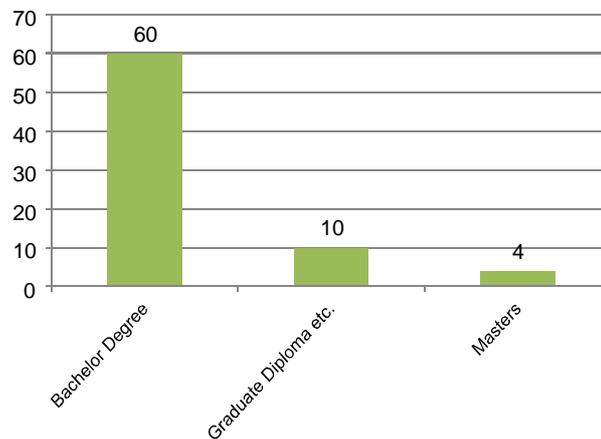
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	74	37	0
Full-time equivalents	65	22	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Bachelor Degree	60
Graduate Diploma etc.	10
Masters	4
Total	74



* Teaching Staff includes School Leaders

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 47 512 .

The major professional development initiatives are as follows:

Explicit instruction based upon the Fleming model, involved numerous registrations and workshops in Brisbane and a conference for six teachers in Melbourne.

School based one day conference for all staff by Sheena Cameron based on research and her book 'Teaching Reading Comprehension Strategies: a practical classroom guide'.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

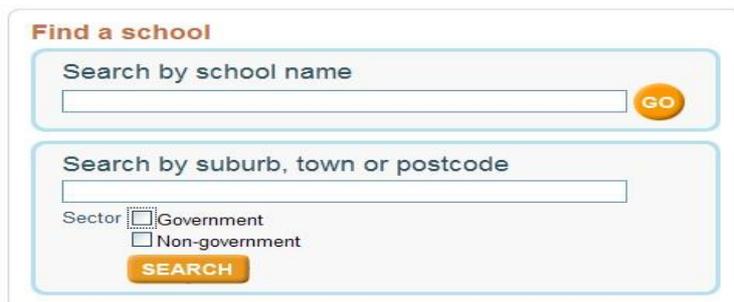
Our staff profile

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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.



The image 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" label, two radio button options for "Government" and "Non-government", and a yellow "SEARCH" button.

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

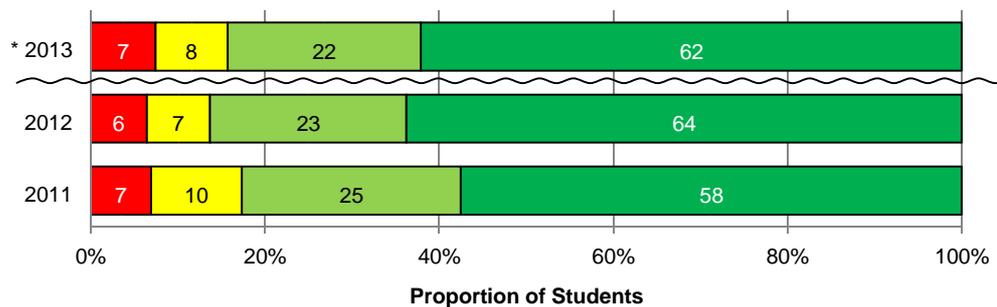
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	94%	94%	96%	96%	94%	94%					
2012	96%	95%	95%	95%	95%	95%	94%					
2013	94%	95%	94%	95%	94%	96%	95%					

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

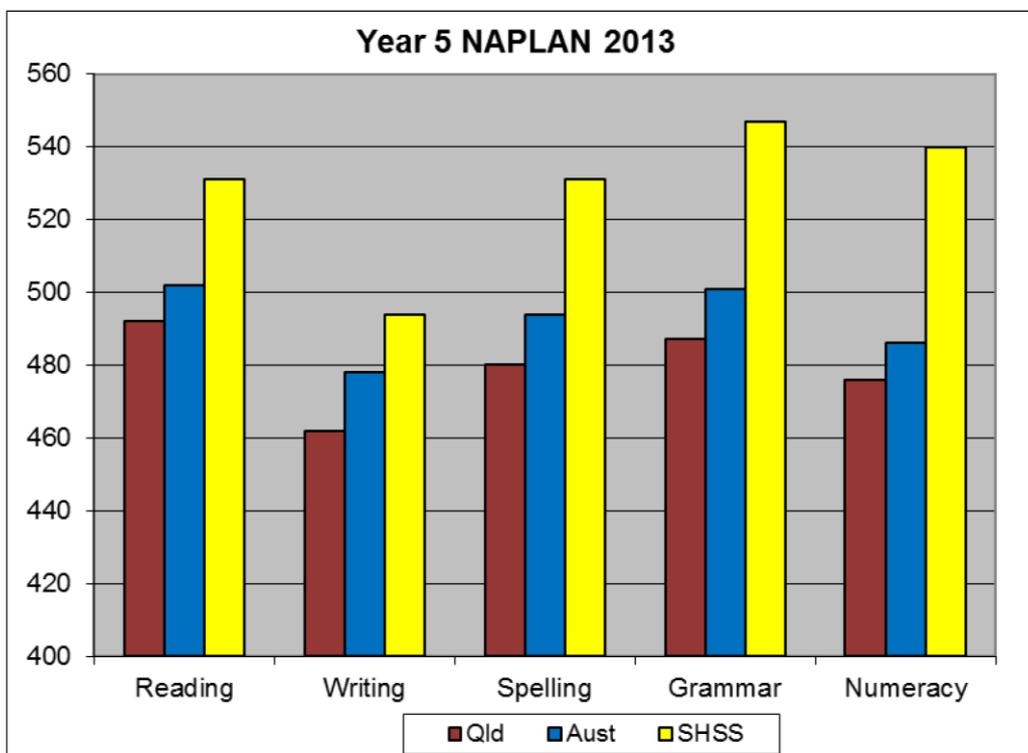
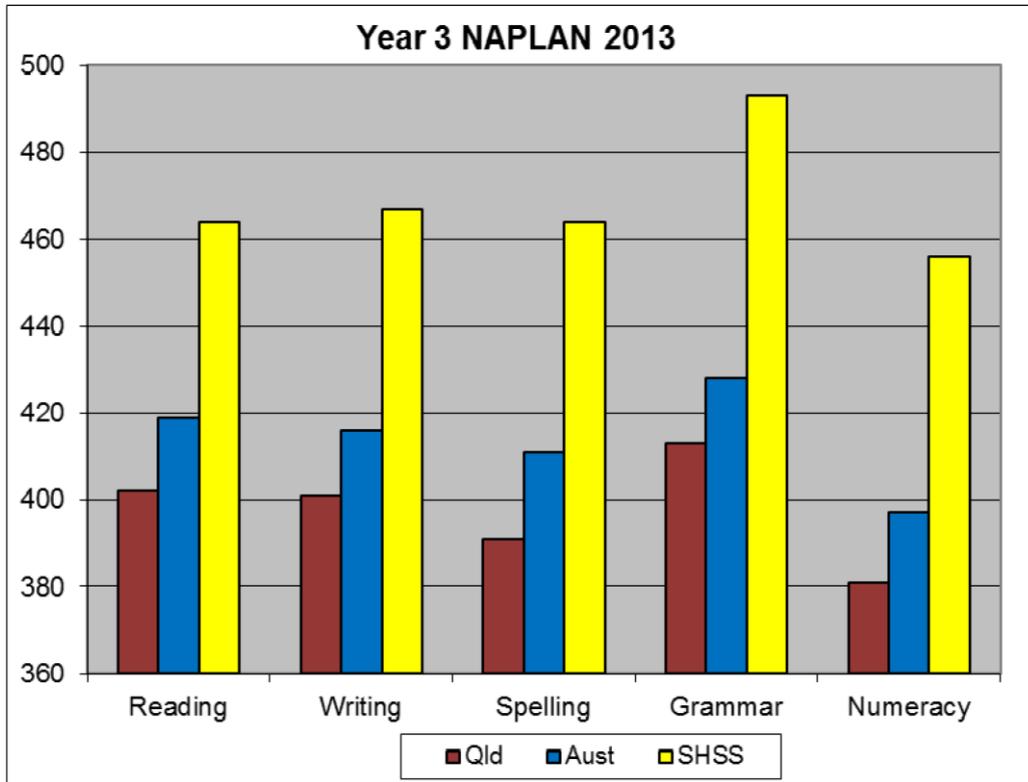
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Children who are going to be absent for an extended period (more than ten days) are required to submit an Application for Exemption. Irregular attendance is monitored and all children with unexplained daily absences are followed up with communication with their parents for an explanation.

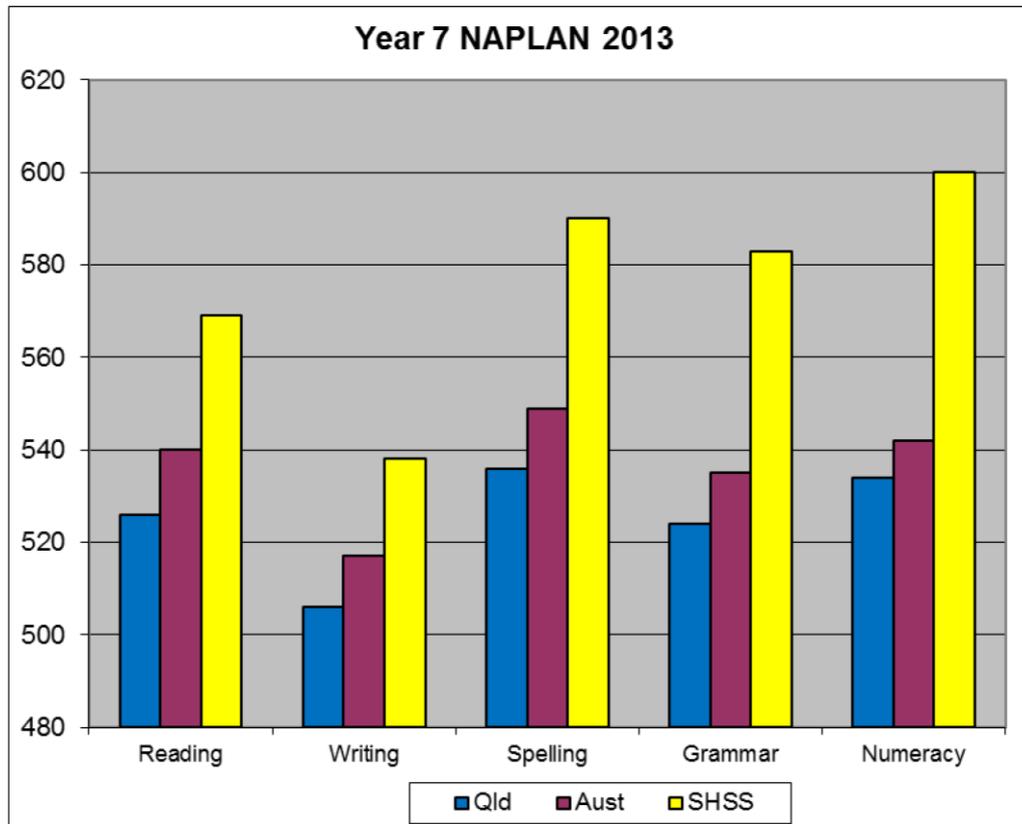
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

The following three graphs represent a summary of our NAPLAN results in Years 3, 5 and 7. They show our school's average mean result compared to the average mean results for Queensland and Australia.

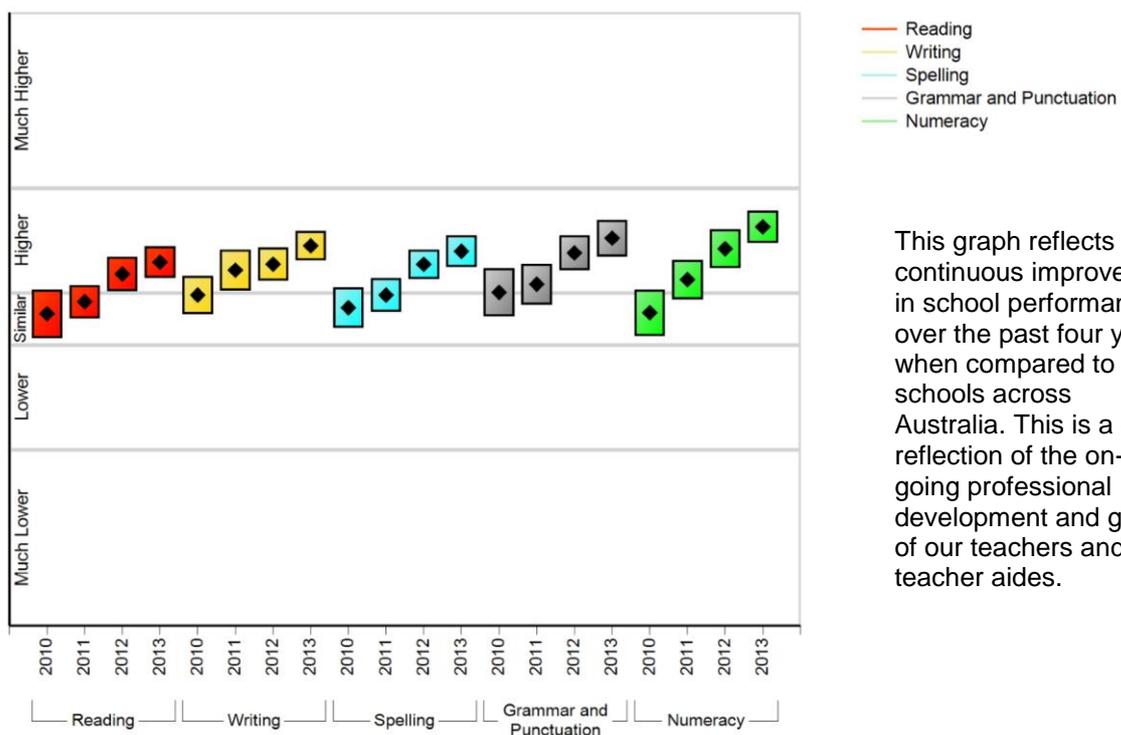
Performance of our students



Performance of our students



Sunnybank Hills State School (1889)
 School Performance in Comparison with the Nation
 NAPLAN Year 3 Test - All Strands Individually for All Students for 2010, 2011, 2012, 2013



This graph reflects the continuous improvement in school performance over the past four years, when compared to schools across Australia. This is a direct reflection of the on-going professional development and growth of our teachers and teacher aides.

Performance of our students

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Achievement – Closing the Gap

In 2013 the average attendance for Indigenous students at 94.6%, was slightly higher than the average attendance for Non-Indigenous students which was 94.5%.

With only one Indigenous student in Year 7, none in Year 5 and two in Year 3, reporting on NAPLAN achievement is not appropriate as it would lead to individual identification of children.