



ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	77 Symons Road Sunnybank Hills 4109
Phone:	(07) 3323 8333
Fax:	(07) 3323 8300
Email:	principal@sunnhillss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Geoff Mill - Principal

School Overview

At Sunnybank Hills State School we strive to provide a responsive curriculum to assist every child to maximise their full potential. This is achieved through a close and open partnership between parents and staff, in collaboration with a supportive and caring school community.

Our curriculum is derived from the Australian Curriculum. Our school has 1305 students from Prep to Year 6. We are extremely proud of the multi-cultural nature of our school community as over 54 cultures are represented within our student population. As a school, our academic results are of a very high standard. This is reflected in our results in the National Assessment Program and national academic competitions.

Extensive extra-curricular options are offered to students in music, sport, chess, robotics, coding, dance and drama. Support for learners with a variety of needs is provided through English as a Second Language, Learning Support and Special Education programs. Further detailed information is available on our school website.

Principal's Foreward

Introduction

This report provides an overview of the school's profile and priorities for 2016. It outlines the curriculum and extra-curricular activities and summarises major achievements. Towards the end of this report it also includes our results for the NAPLAN tests. These results are presented in graph form for Years 3 and 5 and compare our school's mean performance with the Queensland and Australian mean performances.

Sunnybank Hills State School had a very successful 2016, 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 standards of behaviour and promoting life-long learning challenges.

School Progress towards its goals in 2016

2016 was a successful year with clear growth in our professional culture, both through the formal coaching processes to enhance delivery of pedagogy and the feedback processes to students. These incorporated both written and verbal feedback to enhance skills and understanding.

The Early Years Accelerated Literacy Program (PATH) was embedded into Year 2 and the Reading Project was strongly supported with a revision of reading targets. The trial of the extension writing project in Term Four targeted all children in the year level and achieved improved outcomes. The impact of the Investing for Success funding played a large role in the success of these programs.

The ICT priority was affirmed with the BYOD trial extended to include a class in each year level in 2016 in preparation for full implementation in 2017

The English as Another Language / Dialect (EAL/D) early years project supported the initial oracy program in Prep and Year 1 and also catered for students who were new arrivals to Australia.

With the formal sister school arrangement with Beijing Primary School established in 2015, the first student exchanges were undertaken in 2016. A delegation of twenty-three Year Six students and five staff visited Beijing for two weeks in September. We reciprocated as hosts to their delegation during Term Four in 2016. This program proved to be very successful and will be continued in 2017.

Future Outlook for 2017

Our core business for 2017 will see continued focus on the Explicit Instruction agenda as identified in our Pedagogical Framework with a focus on feedback, high expectations & transferring learning from short to long term memory.

The professional development of our staff remains the integral element to successful implementation. Support for our professional development will include:

- Provide feedback and professional development to teachers and teacher aides on active supervision and monitoring behaviour
- Professional development to support facilitating and receiving feedback; critical review by John Fleming and representatives to Haileybury conference in Melbourne
- Support whole-of-year curriculum planning
- Implement the beginning teacher mentor program

The school improvement agenda includes:

- Establishing individual learning goals for all children
- Extending the Reading Extension Project through Year 2 – 5 for all children
- Maintaining intensive English as Another Language support despite anticipated significant cuts to funding
- Implement the Writing Extension Project for all children in Year 2 – 5

Curriculum Development

- Review and refine the school mathematics program
- Design and develop a new school English program, providing year, term and weekly learning goals for prep to Year Six.
- Review of our school science program

The investing in our school priority incorporates advocacy for a master plan of our facilities to meet enrolment growth and replacement for identified older modular classrooms.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1147	564	583	16	96%
2015*	1168	576	592	19	98%
2016	1184	588	596	17	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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 (EAL/D) program is very successful and supports 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 EAL/D program. Children with a language background other than English comprise approximately 50% of our student population.

Indigenous students constitute a little less than 2% of all students, while international students account for about 2% of our student population.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	25	24
Year 4 – Year 7	24	25	27

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Sunnybank Hills State School is committed to explicit and systematic delivery of curriculum. In 2015 the school developed its own Whole School Mathematics Program in consultation with Dr Stephen Norton from Griffith University and Ann Suthers (PEAC). The program was trialled in 2016 and in 2017 the program will be implemented and reviewed. The program is a detailed weekly/daily guide which includes elements of regular pre and post-testing to gauge student progress and inform goal setting. Problem Solving is also a key element of the program. The program has ensured a consistent approach to the teaching of mathematics and resulted in increased levels of teacher and student accountability.

In 2017 the focus will be on developing an equally comprehensive Whole School English Program. The Program has a lead in with the completion of the P-2 section. The program provides teachers with a weekly overview outlining what is to be taught explicitly in Reading, Writing, Speaking and Listening. The program synthesises the many different reading and writing programs already on offer, and ensures a logical progression of learning from Prep to Year Six. The emphasis is again on teaching consistency and accountability. The program also ensures continuity of teaching when a staff member is absent or on leave.

At Sunnybank Hills there is a strong and clear investment in student learning. All administrators are involved in the teaching of literacy. This practice was introduced in 2016 and will continue to be a valued aspect of curriculum planning and delivery in 2017. Administrators work collaboratively with the teachers and teacher aides to provide opportunities for small group, differentiated and targeted learning episodes. Feedback is integral to the approach, and children receive timely and constructive critique. There is a shared sense of responsibility for learning and this has had a positive impact on staff climate.

Synthetic Phonics has been used extensively and highly successfully in the junior school, equipping students with the skills necessary to decode and encode written language. This approach has now progressed into the upper school and has greatly influenced the way spelling is taught. All staff, including teacher aides, have received extensive professional development to ensure a seamless transition of pedagogy. Speech Sound Clouds and the Speedy Six are now being incorporated consistently in spelling instruction.

At Sunnybank Hills warm-ups are prized as a tool for committing knowledge to long-term memory. A W:Drive has been established to house warm-ups that have been developed. Warm-ups have a consistent approach of Recite, Recall and Apply. Ongoing liaison with John Fleming has ensured our 'warm-up' culture has continued to thrive.

Reading and Writing Projects continue to evolve and be used successfully in the middle school. The Projects involve ability grouping all students and providing intensive, targeted lessons on question answer relationships (comprehending texts) and on the ten elements of writing (as identified by NAPLAN). Kits are developed for those involved in the projects, and these contain detailed lesson plans and differentiated teaching materials. Student engagement is integral and the small group situation maximises student participation and personalised feedback.

Co-curricular Activities

Sport

Sunnybank Hills State School students and staff were strong supporters of sport in 2016. Two teachers were sports convenors of the Sunnybank District sports association, in soccer and athletics. Five students were selected to represent our school at the Sunnybank District swimming carnival and one of these students went on to represent Sunnybank District at the Metropolitan West regional carnival.

In Semester 1 Gala Day fixtures, 192 students represented our school in district competitions in basketball, soccer, softball and rugby league. Students remaining at school participated in a sports activities program, engaging in activities to teach sporting skills similar to games offered as interschool sports.

Our school Cross Country was keenly contested by the students with a high participation rate. Forty-six students represented the school at the District event with six of these students selected to represent the Sunnybank District. One student gained selection in the Metropolitan West team. Our school team placed 1st in the A Schools Division at the District competition.

In Semester 2 Gala Day fixtures we participated in the five interschool sports that were offered - AFL, Touch Football, Netball, Softball and Cricket. 194 students represented the school with seven students selected to represent the district.

The school athletics and sports day carnivals were keenly contested by the school sports houses. The forty-one students selected to represent the school provided a strong showing again, gaining 1st place for the Sunnybank District 'A' Schools Shield. From this team, fifteen students were selected to represent the District. From this competition two students qualified for the Metropolitan West Athletics team.

Maths Extension

Sunnybank Hills State School affords exceptional mathematicians from year 4-6 the opportunity to participate in maths extension classes. Nominated students extend their ability to problem solve, think logically and laterally, and work individually and collaboratively to find solutions to a range of complex mathematical problems. The students compete for the honour of representing their school in the annual Australasian Maths Olympiad and Maths Team Challenge.

In 2015 and 2016, Sunnybank Hills students were successful at the Stretton College Maths Team Challenge, taking out first place in consecutive years. It is hoped that we can repeat this performance in 2017. In 2017 the number of participants has doubled, with 65 students now accepting their invitation to join Maths Extension.

Music

Instrumental Music is an exceptionally strong and high performing program that includes more than 200 students.

Students who study a String instrument begin in Year 3 and have a lesson each week. These lessons are in school time and are free of tuition charge. Strings students also participate in our school orchestras and rehearse in before school sessions.

Sunnybank Hills State School had three string groups:

- Senior (Senior Strings)
- Intermediate (String Orchestra)
- Beginner Strings

Band students begin their program in Year 5. Students are selected for brass, woodwind and percussion instruments. In 2016, Sunnybank Hills State School had three bands:

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

Our **Choral program** involved over 190 children in three choirs with:

- Junior Choir (Years 2, 3 & 4)
- Senior Choir (Years 5 & 6)
- Choirboys (Years 4-6).

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 2016 our school's message was "Capturing the Moment". This performance was a representation the school trip to Beijing for 23 year 6 students. It highlighted the importance of being in the moment to learn all they could from this experience while sharing it with their friends. The performance involved 80 children supported by 12 staff members.

In 2016 the school **talent quest** showcased the wide variety of performing talent within our school. Acts included singing, dancing, magic tricks, instrumental performances and gymnastics. Its evening performance was presented to audiences in our Performing Arts Centre. Our Performing Arts program provides an amazing opportunity for children to build self-esteem as well as presenting their many talents.

Chess Club

Opportunities to participate in chess as well as coaching clinics are encouraged at school. This resulted in students progressing to playing in district competitions.

How Information and Communication Technologies are used to Assist Learning

Key actions for Information and Communication Technology in 2016 focussed on two strategic digital pedagogy areas;

- Bring Your Own iPad (BYOD)
- Coding and Robotics

Bring Your Own iPad

In 2016 the agenda was to prepare the school for the introduction of (BYOD) for any student in 2017 through infrastructure, and the education of students, parents and teachers.

Actions included:

- 9 iPad pilot classes successfully ran throughout the year with an average of 70% of students bringing their own iPad across the classes;
- iPad professional development for staff was run throughout the year with positive reception as indicated in opinion survey data;
- Parent activities including 'Come and Try' day and information evening were attended by over 500 parents;
- Upgrading of infrastructure to support BYOD including broadband upgrade and transfer to large school design;
- Launch of Tech Talk Blog for ongoing Professional Development for teachers, parents and students
- Development of iPad Professional Development skills scope and sequence

Coding and Robotics

The school ran a number of curriculum and club activities that provided students with the opportunity to engage in coding and robotics activities.

A total of 773 students accessed coding and/or robotic activities in 2016.

- 500 Prep to Year 3 students participated in Scratch coding activities.
- 41 Year 3 to Year 6 students accessed Robotics Club activities.
- 107 Year 2 to Year 5 students accessed Scratch coding activities through club activities.
- 125 Year 1 and Year 2 students accessed Lego WeDo through club activities.

Community Engagement Highlights

The school was successful in applying for an Entrepreneurs of Tomorrow project that has seen the receipt of \$16000 that will go towards supporting the Robotics and Coding strategy at Sunnybank Hills State School.

Rotary club funded the purchase of Lego WeDo 2.0 robots that can be programmed using iPads.

2017 Directions

The school will move to offer all students the option to bring their personal iPad to school for use in their learning.

The school will use The Entrepreneurs of Tomorrow project to build community partnerships to expend Coding and Robotics from club activities into classroom activities to further improve students' digital literacy.

Social Climate

Overview

Sunnybank Hills State School is a School-wide Positive Behaviour School (SWPBS). It has consistent expectations and systems across the whole school which promote and celebrate high standards of behaviour. The school is committed to providing a SAFE, EMPATHETIC, ACTIVE, LEARNING environment; and this is encapsulated by the school's creed: 'At Sunnybank Hills we



strive for knowledge by being safe and empathetic , active learners.' The students engage in ongoing SWPBS lessons to develop knowledge and skills to become empowered, compassionate and reflective citizens. The school also has an active Student Council, as well as a Leadership Program and a Playground Buddies Scheme, creating a productive, collegial and inclusive culture.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	97%	99%
this is a good school (S2035)	99%	98%	99%
their child likes being at this school* (S2001)	99%	98%	99%
their child feels safe at this school* (S2002)	100%	97%	99%
their child's learning needs are being met at this school* (S2003)	96%	97%	98%
their child is making good progress at this school* (S2004)	97%	97%	97%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	93%
teachers at this school motivate their child to learn* (S2007)	98%	96%	97%
teachers at this school treat students fairly* (S2008)	94%	95%	98%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	98%
this school works with them to support their child's learning* (S2010)	97%	97%	97%
this school takes parents' opinions seriously* (S2011)	96%	95%	93%
student behaviour is well managed at this school* (S2012)	94%	96%	93%
this school looks for ways to improve* (S2013)	98%	97%	97%
this school is well maintained* (S2014)	99%	98%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	96%
they like being at their school* (S2036)	98%	95%	99%
they feel safe at their school* (S2037)	98%	96%	100%
their teachers motivate them to learn* (S2038)	98%	97%	98%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	95%
teachers treat students fairly at their school* (S2041)	94%	94%	92%
they can talk to their teachers about their concerns* (S2042)	93%	92%	95%
their school takes students' opinions seriously* (S2043)	96%	94%	96%
student behaviour is well managed at their school* (S2044)	97%	90%	96%
their school looks for ways to improve* (S2045)	98%	99%	100%

Performance measure			
Percentage of students who agree* that:	2014	2015	2016
their school is well maintained* (S2046)	97%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree* that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	99%	96%
they feel that their school is a safe place in which to work (S2070)	97%	98%	96%
they receive useful feedback about their work at their school (S2071)	82%	93%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	90%	85%
students are encouraged to do their best at their school (S2072)	98%	99%	99%
students are treated fairly at their school (S2073)	98%	99%	96%
student behaviour is well managed at their school (S2074)	85%	97%	96%
staff are well supported at their school (S2075)	79%	94%	92%
their school takes staff opinions seriously (S2076)	82%	91%	94%
their school looks for ways to improve (S2077)	88%	99%	96%
their school is well maintained (S2078)	96%	99%	99%
their school gives them opportunities to do interesting things (S2079)	87%	97%	95%

* 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

Sunnybank Hills State School regards a close parent, teacher and 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 develop. A child who is active and happy 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 2016 a Lap-a-thon and our annual Multifest were held. In August of 2016 our school again hosted the National Taiwanese Festival. These events, while fund raisers, were also successful in fostering positive relationships among students, families, teachers and the wider school community.

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

In 2016 the Sunnybank Hills outside school hours care program was introduced. This program operates as a sub-committee of our P&C and caters for on average 100 children after school and 55 children in before school hours care. The vacation care programs catered for between 75 to 100 children.

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Sunnybank Hills State School is an SWPBS School. As an SWPBS school there are clear expectations on acceptable behavior. Each term the students focus on one of the school's four expectations through explicit lessons that are taught consistently across the whole school. In Term 1, the students explore being a safe citizen. The students learn about personal safety including safe actions and how to respond in unsafe situations. Older students learn about Cyber Safety and a 'Netiquette' Incursion is booked yearly to reinforce safe social media practices and behaviours. Hygiene, road, sun and water safety are also prioritized.

In Term 2, the focus shifts to how we can become empathetic citizens. Students learn about inclusivity and tolerance. Student learn about the concept of 'paying it forward' and the 'High Five' strategy for dealing with 'mean' or 'bullying' behaviours. Anti-Bullying day is also recognized and celebrated. In Term 3, students learn about being an active citizen. The students learn about famous philanthropists and how they can be charitable towards others. The students investigate sustainable practices and apply these to their own school environment. In Term 4, the students address what is involved in being a healthy citizen. Students learn about red food and green food and ways to increase their physical movement and personal well-being.

Student behaviour is monitored in the classroom using a ladder system, whereby student move up or down the ladder depending on the behaviours they exhibit daily. A target is used to track student progress over the term. Those who reach the centre of the target receive a school incentive. In 2016 this was a badge and in 2017 it is a wrist band. Outdoor behaviours are monitored and rewarded using a token system. Tokens are awarded for appropriate behaviours. Students place their tokens in a 'House' box and these token are counted each week. The House with the most tokens is permitted to fly their flag from the central flag pole. All visiting and relief teachers are briefed on these practices to ensure continuity with what the students are already familiar with

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	5	2
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Our increase in electricity usage is largely attributed to the completion of the learning environment upgrade which saw every classroom and learning space air conditioned. Our increasing enrolment is another contributing factor. Replacement of all classroom light fittings for a more energy efficient fitting is anticipated to reduce our usage. This program is to be extended to our sports hall that is rented to community and sporting groups each night.



Investigations into the benefits of installing solar power units have been undertaken and at this point have not proven to be cost effective.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	353,293	4,874
2014-2015	405,974	2,747
2015-2016	372,232	4,530

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

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 <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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	83	46	0
Full-time Equivalent	73	29	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	6
Bachelor degree	70
Diploma	7

*Teaching staff includes School Leaders

**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 2016 were \$57 625

The major professional development initiatives are as follows:

Conference and seminar attendances as well as workshops presented to the whole staff at school:

- Dr Anita Archer – classroom engagement
- John Fleming – explicit instruction
- Patrick Pickett – teamwork
- Bob Rogers – digital literacy
- Mary-Ann Schubert – elements of writing

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

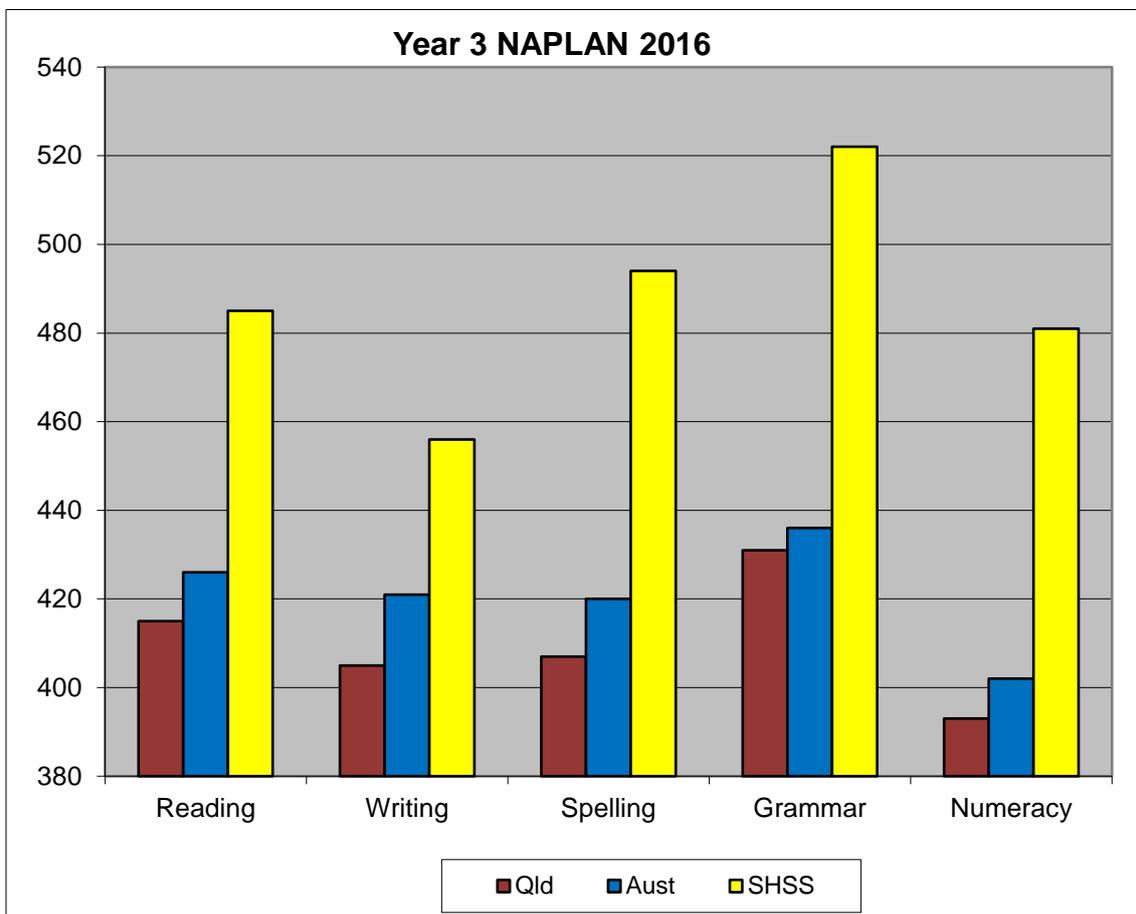
From the end of the previous school year, 99% of staff was retained by the school for the entire 2016.

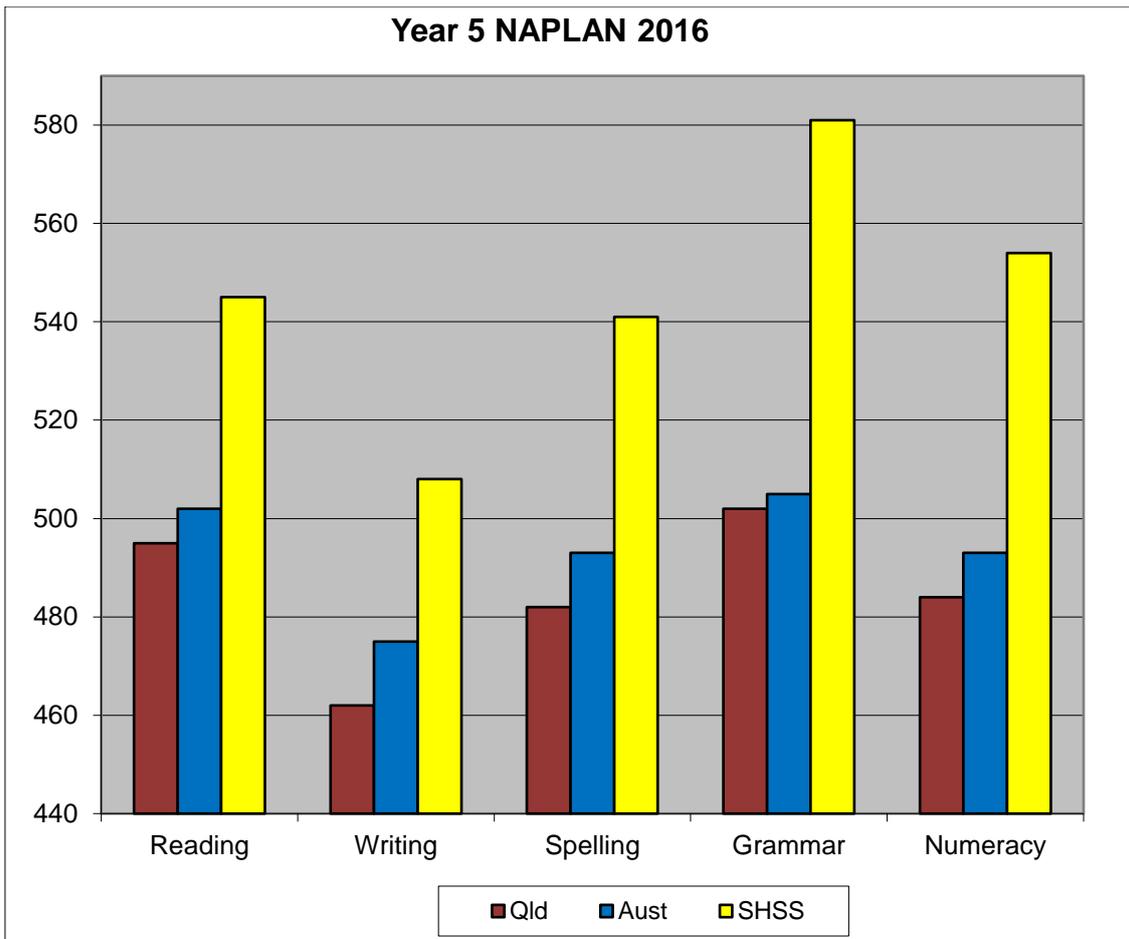
Performance of Our Students

Key Student Outcomes

NAPLAN

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





Additional information concerning 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 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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	91%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	95%	95%	96%	94%	95%	95%	94%					
2015	95%	95%	95%	95%	96%	95%	95%						
2016	96%	95%	96%	96%	96%	97%	94%						

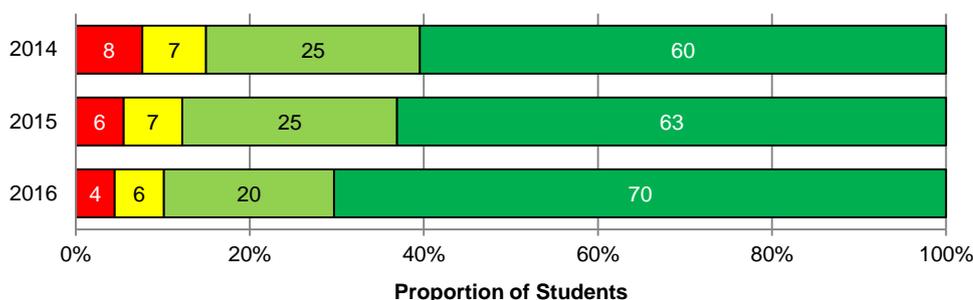
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

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



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

To support the attendance of all students, the five step approach is used at Sunnybank Hills State School.

- **Develop a positive school culture** as it is also important to establish positive home-school relationships to assist parents to support their child's attendance at school (Positive Behaviour Support SEAL Program, Buddy Program, whole school assemblies, Positive Behaviour Certificates, Playground Buddies, SEP supported play)
- **Communicate high expectations of attendance** to promote a high expectation of student attendance (newsletter, assemblies, enrolment package)
- **Record and follow-up student absences** to ensure that the school team supports students and families to maintain school attendance (One school recording, home/school contact, recording and monitoring of late absences)
- **Monitor student non-attendance** through regular data analyse and proactive planning (Student Services and Administration Team). Unexplained student absences are also reported to parents on the day through an SMS message.
- **Provide intervention and support** utilizing in-school supports and outside agencies (Guidance Officer, EALD, Special Education and Learning Support Teachers, government and non-government agencies)

This is an ongoing process which aims to increase attendance from the start of the day and every day. This will promote student outcomes, minimise classroom interruptions, increase on task learning time and encourage lifelong skills of responsibility and punctuality.