

Sunnybank Hills State School (1889)

Queensland State School Reporting

2012 School Annual Report



Postal address	77 Symons Road Sunnybank Hills 4109
Phone	(07) 3323 8333
Fax	(07) 3323 8300
Email	the.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's Foreword

Introduction

Sunnybank Hills State School had a very successful 2012, harmonising high quality education with a sense of true school community spirit. We are confident that we can, with your support, provide the best possible education for your child. This is embodied in our school motto "Strive for Knowledge".

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.

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.

This report provides an overview of the school's profile and priorities for 2012. 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.

School progress towards its goals in 2012

In 2012 our key areas for improvement were:

Implementation of the new Australian curriculum in English, Mathematics and Science using the Curriculum into the Classroom (C2C) resource package.

Implementation of a consistent approach to the diagnosing and monitoring of Reading development.

In 2012 the school identified a need to have a consistent approach and language around the teaching of

Queensland State School Reporting

2012 School Annual Report



reading in the early years. Professional development and resourcing of the approach occurred in preparation for the implementation of the Speech Sound Pics approach across Prep and Year 1.

Probe diagnostic tests were used as a tool to identify and inform teaching.

A whole school reading program was developed to support year level planning for the teaching of comprehension.

Introduce 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.

Introduce Chinese as the new Language Other Than English (LOTE) in Year 6 and 7 to replace the current teaching of German.

Introduction of Chinese as the LOTE for Years 6 and 7 has been effective.

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

First Steps in Maths courses have continued to be offered to teachers and teacher aides. Feedback processes show that engagement in this professional development activity has supported the implementation of effective maths pedagogy and teacher confidence.

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.

Coordinate with the P&C Association to enhance each classroom's learning environment through extension of the air conditioning program.

At the completion of 2012 all classrooms were air-conditioned.

Future outlook

Collaboratively consult to align current and new practices that will support the implementation of the P-12 Curriculum Framework

Further enhance the ICT 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.

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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1046	507	539	97%
2011	1064	518	546	97%
2012	1099	534	565	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 a Second Language (ESL) program is very successful and supports 258 eligible 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 ESL 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		
	2010	2011	2012
Prep – Year 3	24	24	22
Year 4 – Year 10	26	27	24
Year 11 – Year 12			

School Disciplinary Absences

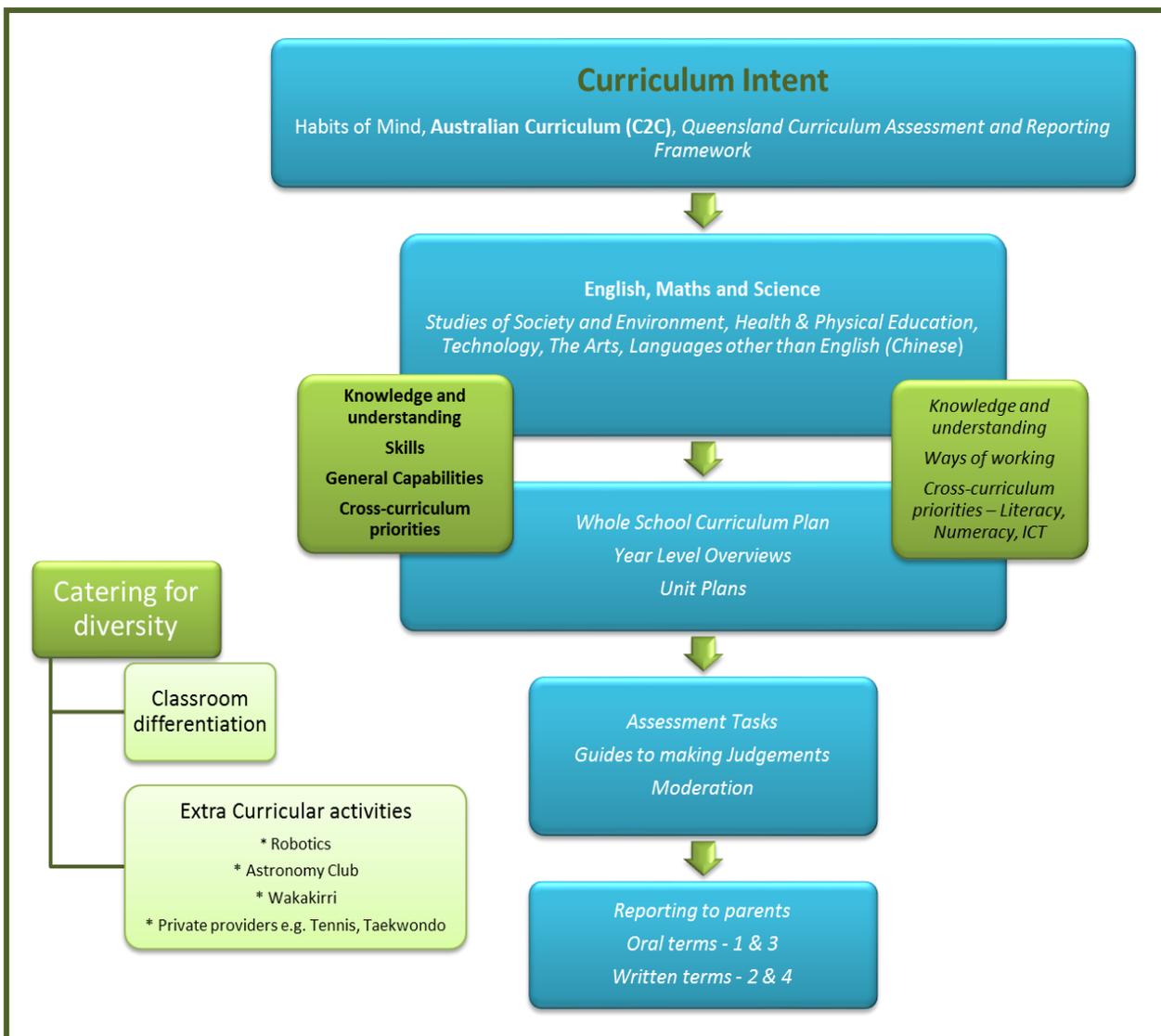
Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	18	16	13
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings in 2012

Our curriculum framework focused on the Australian Curriculum Key Learning Areas of Mathematics, English and Science, and the Queensland Curriculum, Assessment and Reporting Framework Key Learning of Areas 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 learnt Chinese as their Language other than English. The Habits of Mind were embedded in our curriculum program.

Curriculum Framework



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 learnt 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 (Yrs 2 & 3)
- Junior Choir (Yrs 4 & 5)
- Senior Choir (Yrs 6 & 7)
- Choirboys (Yrs 4-7).

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.

Sporting Program

Sunnybank Hills State School students and staff were strong supporters of sport in 2012. One of our Deputy Principals was an executive member of Metropolitan West Sports Board and three teachers were sports convenors of the Sunnybank District sports association, in soccer, softball and tennis.

Forty-two students trialed for the school Swimming team and eleven were selected to represent the school at the District Carnival. Seven of these students were then selected to represent Sunnybank district and three children went on to represent the Metropolitan West region.

In Semester 1 Gala Day fixtures, 238 students represented our school in district competitions in basketball, football, rugby league and softball. Seven students were selected to represent the District and three went on to represent the Region and one then progressing to represent Queensland.

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 students represented the school at the District event and ten of these students were selected to represent the District. One student gained selection in the Metropolitan West team. Our strong team won the overall Sunnybank District cross Country trophy for the second year running.

In Semester 2 Gala Day fixtures we participated in the four interschool sports that were offered (AFL, Touch Football, Netball and Cricket). 227 students represented the school, eleven students were selected to represent the district and three went on to represent the Metropolitan West region. Again the students remaining at school were offered a program to enhance their sporting skills.

The Athletics and Sports Day Carnivals were keenly contested by the houses. The sixty-three students selected to represent the school provided a strong showing winning the Sunnybank District 'A' Schools Shield. From this team, eighteen students were selected to represent the District and one went on to represent the Region.

Astronomy Club

2012 saw the successful introduction of the Astronomy Club. Activities included; night viewing on the school oval, viewing of the Transit of Venus, eclipse of the sun, and an Astronomy Camp.

A parent, Greg Campbell, was responsible for this initiative which was well supported by up to 30 students and their parents.

How Information and Communication Technologies are used to assist learning

Teachers have a range of Digital Technologies that they can use to implement Curriculum. ICT support staff are available to maintain equipment and curriculum delivery through the use of ICTs . All classrooms have computers in them and in 2012 iPads were introduced to the Years 1-7 classrooms with iPods being introduced 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 2012 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

Parent, student and staff satisfaction with the school

2012 satisfaction survey indicates a high level of satisfaction across all areas. This is consistent with results from previous years.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	97.1%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	97.1%
teachers at this school motivate their child to learn*	94.1%
teachers at this school treat students fairly*	94.3%

Our school at a glance

they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	97.1%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	95.7%
they like being at their school*	98.3%
they feel safe at their school*	99.1%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	99.2%
their teachers provide them with useful feedback about their school work*	99.2%
teachers treat students fairly at their school*	96.6%
they can talk to their teachers about their concerns*	97.4%
their school takes students' opinions seriously*	96.6%
student behaviour is well managed at their school*	93.1%
their school looks for ways to improve*	97.5%
their school is well maintained*	99.1%
their school gives them opportunities to do interesting things*	97.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	86.9%
with the individual staff morale items	94.0%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality

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 his/her 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 2012 a Lap-a-thon and our annual Multifest were held. These events, while fund raisers, were also successful in fostering relations between 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 the tuckshop and facilities improvements are highly valued by the school community.

Reducing the school's environmental footprint

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

The successful implementation of the air conditioning program of classrooms has resulted in an increase to our energy consumption. While this has provided a much improved learning environment for our children, we are mindful of introducing measures to compensate for this increase usage. The Student Council and staff will be involved in a variety of activities including the establishment of 'Energy Monitors' to review daily practices in each classroom.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	256,070	2,455
2010-2011	247,808	1,931
2011-2012	268,809	3,303

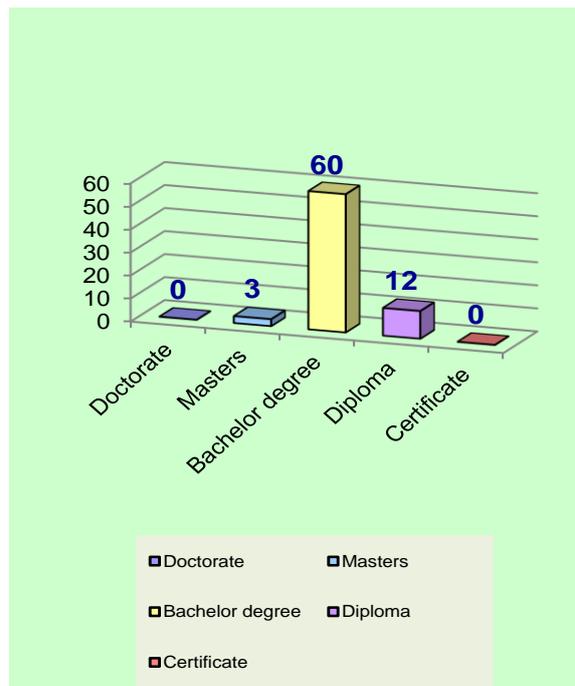
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	75	38	0
Full-time equivalents	64.9	22.5	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	60
Diploma	12
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$32 000.

The major professional development initiatives were delivered by school personnel and outside providers.

Improved learning outcomes and staff capacity building have been supported through:-

- coaching and mentoring to develop consistency of Reading pedagogy
- a focus on developing a consistent approach to teaching, assessing, monitoring and tracking reading development (Sheena Cameron whole school Comprehension Professional Development Day, Reading Coach Position as a part of the Reading Program)
- First Steps in Mathematics: Space and Measurement optional courses for teachers and teacher aides
- undertaking a Report Card Writing Project with year level representatives
- undertaking an Explicit Teaching Project where interested staff meet regularly to further this teaching model
- Year level planning sessions for teachers
- Mathematics planning for student learning opportunities sessions
- introductory sessions on the Australian Curriculum and ways to work with C2C resources.

The major external professional development provided in 2012 was for:

- Reading Comprehension Strategies (Sheena Cameron)
- John Fleming's Explicit Teaching Model exploration and partial implementation (John Fleming)
- Speech Sound Pics exploration and implementation in the early years (Emma Hartnell-Baker).

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.5%	95.9%	95.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.1% of staff was retained by the school for the entire 2012 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.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

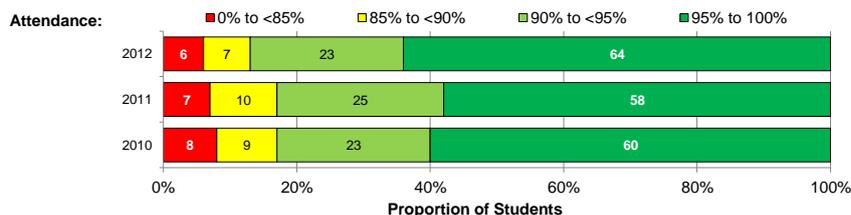
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	95%	94%	95%	96%	95%	94%	N/A	N/A	N/A	N/A	N/A
2011	95%	94%	94%	96%	96%	94%	94%	N/A	N/A	N/A	N/A	N/A
2012	96%	95%	95%	95%	95%	95%	94%	N/A	N/A	N/A	N/A	N/A

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

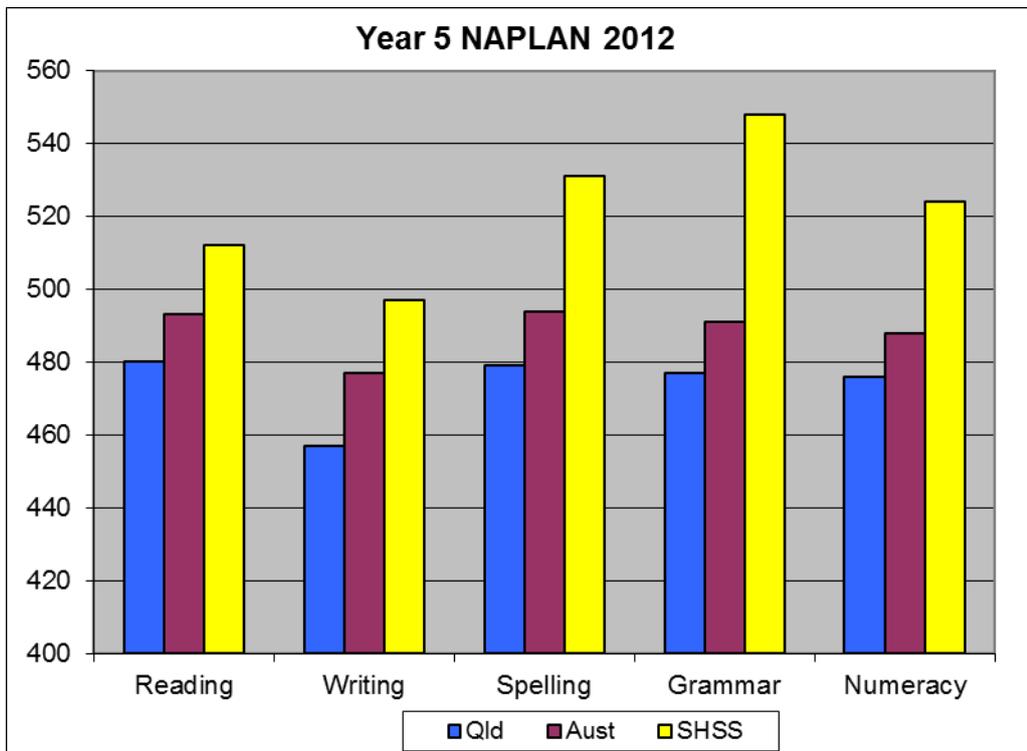
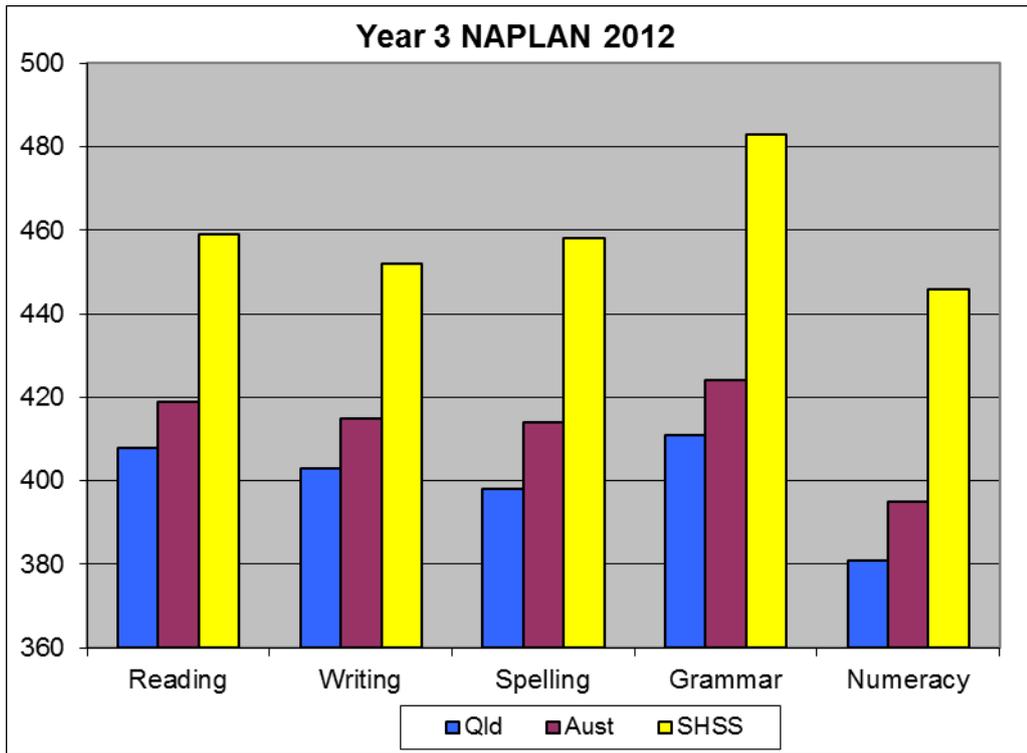
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

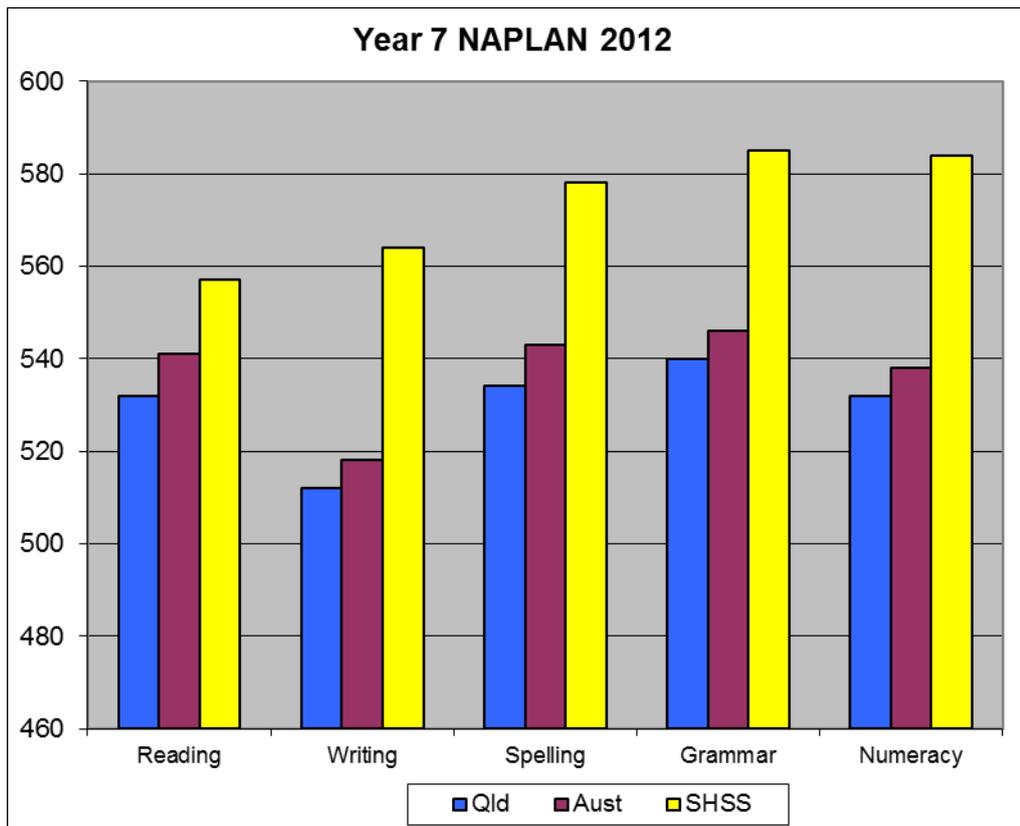
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

The graphs below represent our school's mean score for each test compared to the state and national mean scores .

Performance of our students



Performance of our students



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

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 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.

Performance of our students

Achievement – Closing the Gap

In 2012 the average attendance for Indigenous students at 96.7%, was higher than the average attendance for Non-Indigenous students which was 94.5%.

With only one Indigenous student in Year 7, two in Year 5 and two in Year 3, reporting on NAPLAN achievement is not appropriate as it would lead to individual identification of children.