

# Sunnybank Hills State School

## Queensland State School Reporting

### 2014 School Annual Report



School Captains 2015

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## Principal's foreword

### Introduction

This report provides an overview of the school's profile and priorities for 2014. 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 performances.

Sunnybank Hills State School had a very successful 2014, 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.

### School progress towards its goals in 2014

In 2014 our key development strategies focussed upon the following:

Implementing strategies and initiatives to support our establishment and operations as an Independent Public School  
Of particular note was the establishment of our inaugural School Council

Introduction of the School Wide Positive Behaviour Support program

Extension of the professional coaching and feedback program to support the pedagogical growth of all teaching staff  
Collaborative consultation to align current and new practices that will support the implementation of the Curriculum  
Refinement of our school's curriculum plan

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

Supported students in their entry and exit transitional phases of schooling. The Prep entry program was refined and the introduction of Year 7 to high school saw a double cohort of Year 6 and Year 7 students transition to high school.

Maintained the whole school focus on the teaching of reading to improve student achievement. Imbed the Early Years Accelerated Literacy Program (PATH) in Prep and Year 1. The success of this program was recognised by a Metropolitan Region Showcase Award

Maintained the program management structure to support learning achievement, collaborative decision making and school operations

## Future outlook

In 2015 our key development strategies will embrace the following:

### Priority 1 *Extend and grow a professional culture of feedback.*

Extend the coaching and feedback culture to enhance pedagogy across the school. Foster the professional climate of trust and sharing within and across teams to continually refine curriculum delivery.

Review the line management structure of the leadership team.

Formalise a Coaching /Teaching / Learning committee to support the role of a part time school based pedagogy coach in the junior school. Investigate the establishment of a second part time pedagogical coach for the middle/upper school.

### Priority 2 *Explicit School Improvement Agenda*

Embed the Early Years Accelerated Literacy Program (PATH) - incorporating synthetic phonics program, Speech Sound Pics (SSP) Guided Reading and 'Get Reading Right'.

Resource for an extension of the PATH program into Year 2 and extend P-1 resources in response to higher achievement levels. Maintain the whole school focus on the teaching of reading to improve student achievement.

Reading Project to continue across P-6 with assessment at need, as children progress across PM Benchmark targets to Probe levels.

Employ six additional teacher aides as a 'flying squad' to target reading in Prep and Year 1 using Great Results Guarantee (GRG) funding. Employ three additional teachers to target improved reading outcomes using GRG.

### Priority 3 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.

Implement iPad trial in three classes to support pedagogy & link to student achievement research - Hattie Visible Learning & Horizon Report.

### Priority 4 Enhance productive partnerships within school community.

Extend English as Another Language / Dialect (EAL/D) early years project to support the initial oracy program in Prep, Year 1 and new arrivals.

Create stronger EAL/D community bonds between home and school.

Investigate sister school arrangement with Beijing Primary School re school visits and short term student exchanges.

Implementation of phase two of School Wide Positive Behaviour Support (SWPBS)

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1099	534	565	96%
2013	1130	549	581	96%
2014	1147	564	583	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 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. Children with a language background other than English comprise 54% of our student population.

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		
	2012	2013	2014
Prep – Year 3	22	23	22
Year 4 – Year 7 Primary	24	24	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	13	1	0
Long Suspensions - 6 to 20 days	1	0	0
Exclusions <sup>#</sup>	0	1	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

### 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 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

### Music Program

**Instrumental Music** 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 2014, Sunnybank Hills State School had three bands:

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

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

- Junior Choral (Years 2 & 3)
- Junior Choir (Years 4 & 5)
- Senior Choir (Years 6 & 7)
- Choirboys (Years 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.

### Performing Arts

Each year this program provides students with the opportunity to perform in the **National Wakakirri Dance and Drama** competition. In 2014 our school's theme and message was about safety in the surf and included a partnership with the Royal Lifesaving Association. This performance involved 80 children supported by 12 staff members.

Our **school musical** is held every two years. In 2013 it was 'Battle of the Bands' and involved over 100 cast and crew members. In the alternating years, including 2014 our Performing Arts program conducts a **Talent Quest** to highlight the wide variety of performing talent within our school. The evening performance was presented to audiences in our Performing Arts Centre.

### Representative Sporting Program

Sunnybank Hills State School students and staff were strong supporters of sport in 2014. Three teachers were sports convenors of the Sunnybank District sports association, in soccer, tennis and athletics.

Fourteen students were selected to represent our school at the Sunnybank District swimming carnival and eleven of these students went on to represent the district at the Metropolitan West regional carnival.

In Semester 1 Gala Day fixtures, 181 students represented our school in district competitions in basketball, soccer and rugby league. 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-two students represented the school at the District event and six 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 participated in District competition placing 2<sup>nd</sup> in the A Schools Division this year.

In Semester 2 Gala Day fixtures we participated in the five interschool sports that were offered - AFL, Touch Football, Netball, Softball and Cricket. 213 students represented the school with seven students selected to represent the district.

The school athletics and sports day carnivals were keenly contested by the houses. The sixty-five students selected to represent the school provided a strong showing again, gaining second 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 Met West Athletics team while one student represented the state at national level.

### Astronomy Club

In 2014 the Astronomy club had observation evenings with multiple telescopes set up for viewing a range of terrestrial objects including the Moon, Jupiter and Saturn. These evenings are well supported by the students with attendances of 50 or more students.

The evenings are led by our 'resident astronomer', a parent of our school, who provides engaging presentations to year levels learning about astronomy in their respective science units.

### 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. They represent the school in both individual and team events.

## How Information and Communication Technologies are used to assist learning

ICTs experienced a successful year at Sunnybank Hills in 2014. Key actions this year included;

- Roll out of computers for teachers new laptops moving across to Windows 8
- Purchase and installation of new server.
- Completion of the Wi-Fi rollout to every learning area in the school.
- Introduction of new printing system with improved teacher access and self-management of printing resources.
- Established and resourced pilot classes for trial of iPads and BYOD in 2015.
- Roll over of new computers in eLearn 1 lab.
- Robotics club experienced another productive year with the introduction of robotics equipment appropriate for the younger students in the school.

Parents, students, and staff have indicated consistently high levels of satisfaction in the 2014 opinion survey responses related to the use of ICTs at Sunnybank Hills State School. This data is strengthened further due the increased number of parent respondents in 2014.

Item code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	2012		2013		2014	
		n	(%)	n	(%)	n	(%)
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	34	97.1	26	96.2	104	95.2
Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:							
Item code		2012		2013		2014	
		n	(%)	n	(%)	n	(%)
S2052	I can access computers and other technologies at my school for learning.	117	98.3	114	98.2	128	97.7
S2053	I am encouraged to use computers and other technologies at my school for learning.	117	98.3	113	94.7	128	98.4
S2054	I use computers and other technologies at my school for learning.	118	99.2	114	96.5	128	98.4
S2055	I enjoy using computers and other technologies at my school for learning.	118	97.5	114	95.6	127	99.2
Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:							
Item code		2013		2014			
		n	(%)	n	(%)		
S2087	I can access necessary information and communication technologies to do my job at this school.	59	93.2	67	95.5		
S2088	I have the required skills to use the necessary information and communication technologies to do my job at this school.	59	91.5	67	97.0		
S2090	Information and communication equipment is well maintained at this school.	60	90.0	66	93.9		

## Social Climate

In 2014 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 2014 we introduced *School-Wide Positive Behaviour Support* (SWPBS) to our school. While instances of inappropriate behaviour are relatively few in our school, this program has provided an avenue to support and further acknowledge the positive efforts and achievements of all students in 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	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	98%
this is a good school (S2035)	100%	100%	99%
their child likes being at this school* (S2001)	100%	100%	99%
their child feels safe at this school* (S2002)	97%	96%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	96%
their child is making good progress at this school* (S2004)	100%	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	95%
teachers at this school motivate their child to learn* (S2007)	94%	100%	98%
teachers at this school treat students fairly* (S2008)	94%	96%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	100%	100%	97%
this school takes parents' opinions seriously* (S2011)	100%	96%	96%
student behaviour is well managed at this school* (S2012)	97%	100%	94%
this school looks for ways to improve* (S2013)	100%	100%	98%
this school is well maintained* (S2014)	100%	100%	99%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	96%	97%	97%
they like being at their school* (S2036)	98%	98%	98%
they feel safe at their school* (S2037)	99%	94%	98%
their teachers motivate them to learn* (S2038)	100%	99%	98%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	96%	96%
teachers treat students fairly at their school* (S2041)	97%	95%	94%
they can talk to their teachers about their concerns* (S2042)	97%	94%	93%
their school takes students' opinions seriously* (S2043)	97%	96%	96%
student behaviour is well managed at their school* (S2044)	93%	91%	97%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school looks for ways to improve* (S2045)	97%	100%	98%
their school is well maintained* (S2046)	99%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	99%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		92%	97%
they feel that their school is a safe place in which to work (S2070)		95%	97%
they receive useful feedback about their work at their school (S2071)		72%	82%
students are encouraged to do their best at their school (S2072)		98%	98%
students are treated fairly at their school (S2073)		93%	98%
student behaviour is well managed at their school (S2074)		74%	85%
staff are well supported at their school (S2075)		75%	79%
their school takes staff opinions seriously (S2076)		69%	82%
their school looks for ways to improve (S2077)		85%	88%
their school is well maintained (S2078)		93%	96%
their school gives them opportunities to do interesting things (S2079)		87%	87%

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

# 'Agree' represents the 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.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Sunnybank Hills 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 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 2014 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

Our increase in electricity usage is attributed to the completion of the learning environment upgrade which sees every classroom and learning space air conditioned. Replacement of all light fittings for a more energy efficient fitting is anticipated to reduce our usage. A full independent electrical audit will be conducted 2015 to identify areas and strategies to further reduce consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	268,809	3,303
2012-2013	342,594	2,887
2013-2014	353,293	4,874

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.

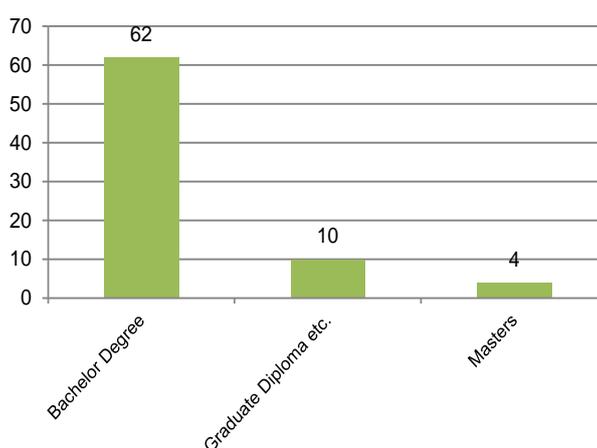
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	76	43	0
Full-time equivalents	69	26	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Bachelor Degree	62
Graduate Diploma etc.	10
Masters	4
<b>Total</b>	<b>76</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$56 703

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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  
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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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	95%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

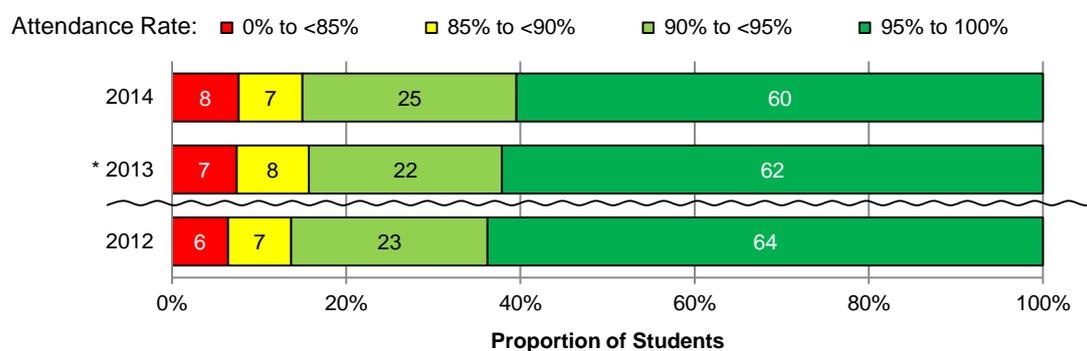
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	96%	95%	95%	95%	95%	95%	94%					
2013	94%	95%	94%	95%	94%	96%	95%					
2014	95%	95%	96%	94%	95%	95%	94%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.

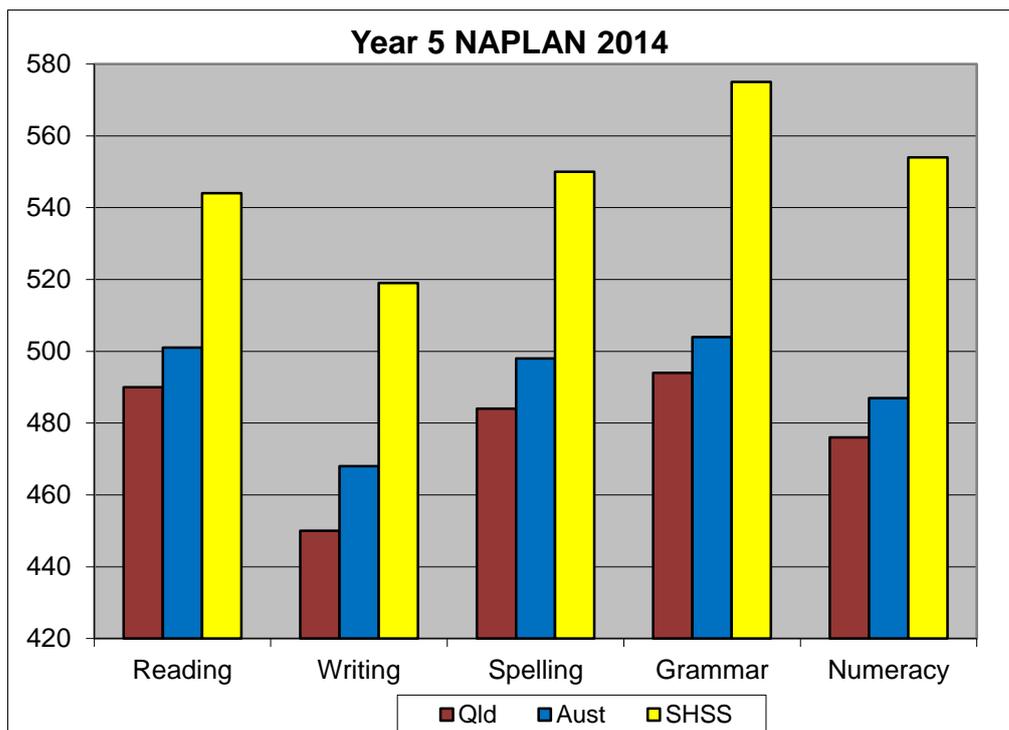
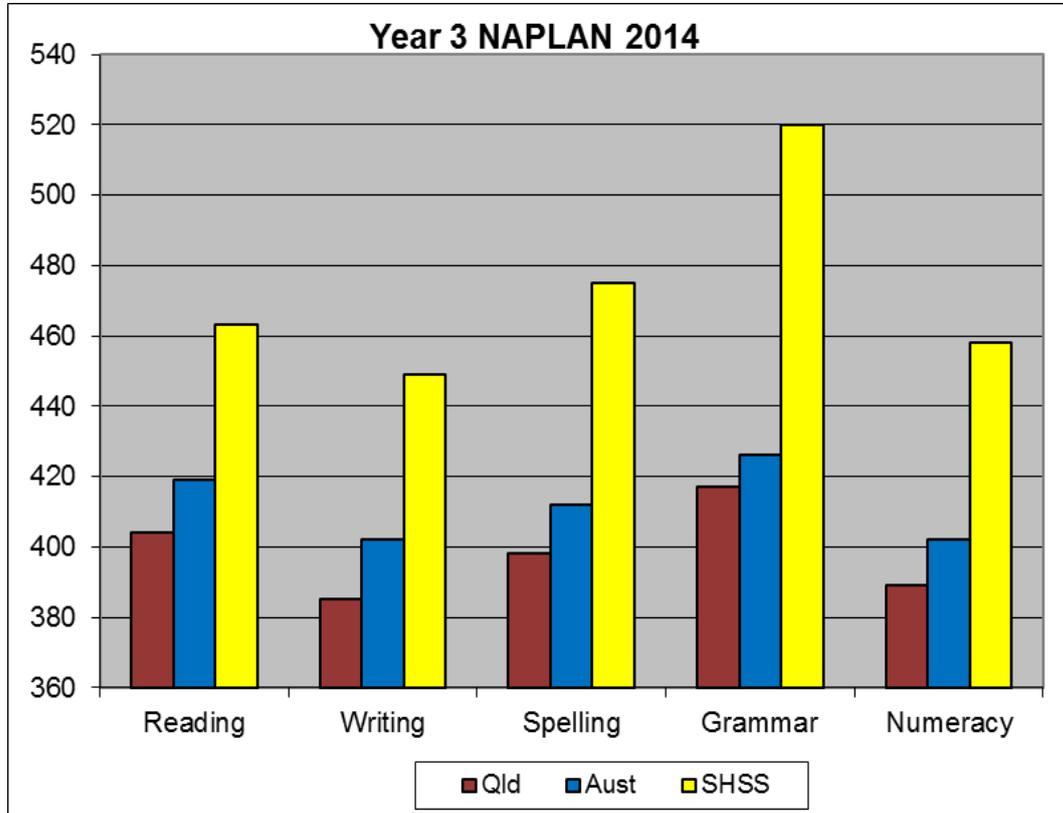
In 2014 we have begun a school wide education and incentive program to encourage 'on time' attendance and Every Day Counts. Articles are being included on a regular basis in the school newsletter to target 'full day' attendance, including being on time and being prepared for learning. The education program for parents includes highlighting the impact of non-attendance and late arrivals on learning outcomes (particularly regular non-attendance).

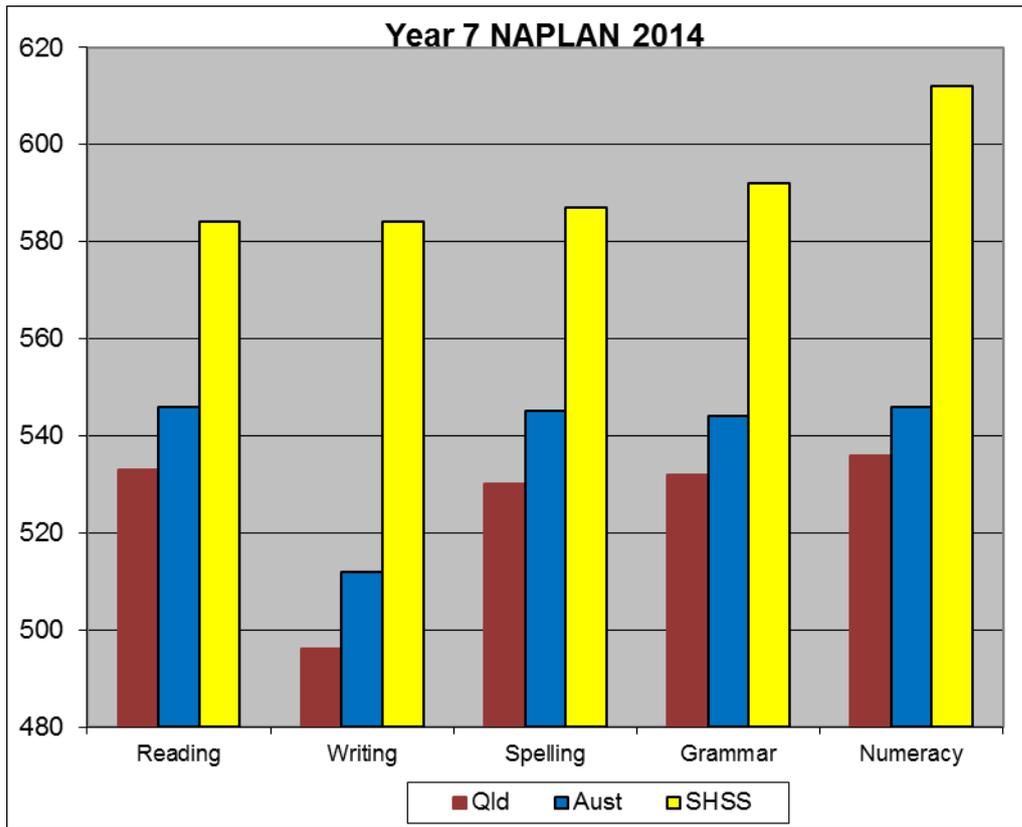
Common language is being introduced into the classroom which highlights the importance of Every Day Counts and being on time. This will continue to be discussed, along with reference to several movie clips where families are discussing the importance of school attendance.

This is an ongoing process which aims to increase 'on time' and 'full day' attendance in order to promote student outcomes, minimise classroom interruptions/lost learning time and encourage lifelong skills of punctuality and responsibility.

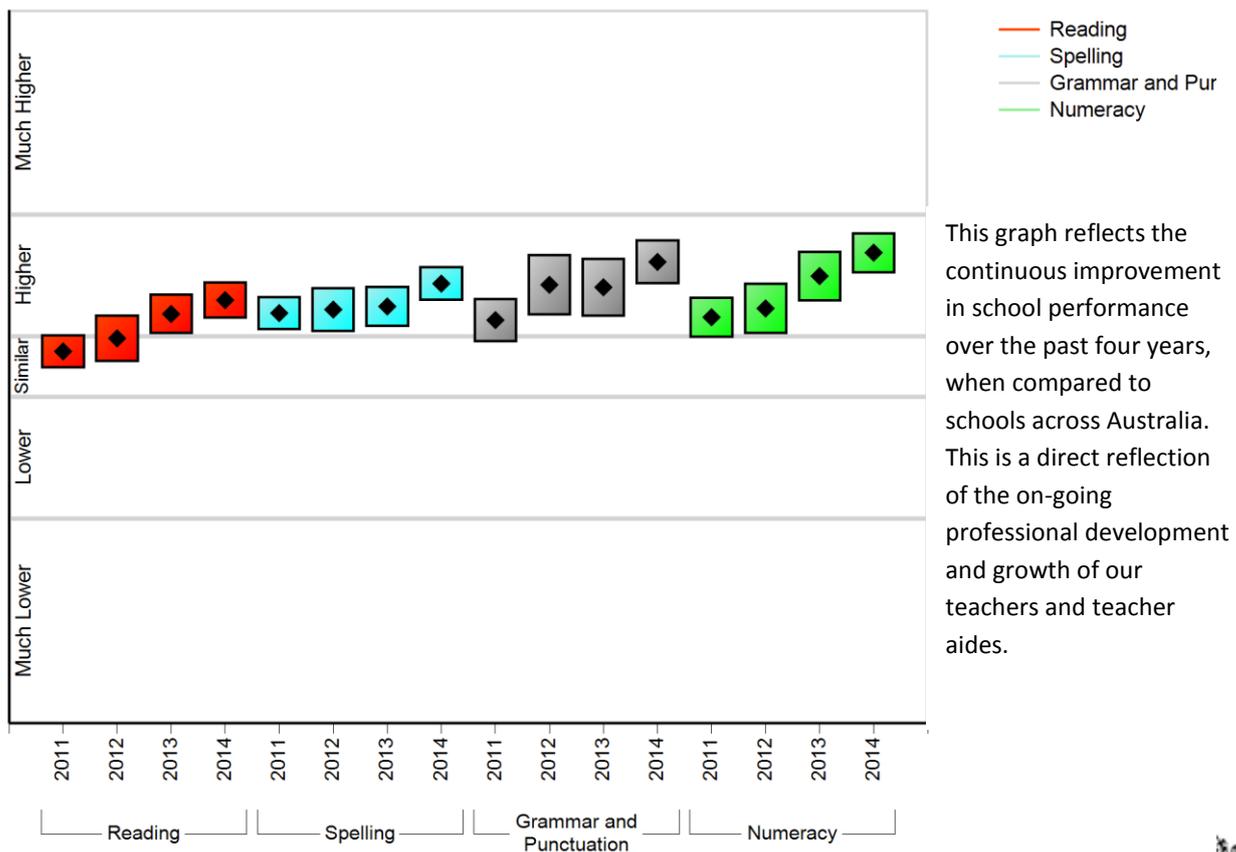
**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.**

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 for each test, compared to the average mean results for Queensland and Australia.





**Sunnybank Hills State School (1889)**  
**School Performance in Comparison with the Nation**  
**NAPLAN Year 5 Test - All Strands Individually for All Students for 2010, 2011, 2012, 2013, 2014**



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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 are available via the My School website at <http://www.myschool.edu.au/>.

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### Achievement – Closing the Gap

In 2014 the average attendance for Indigenous students was 92.8% compared with the average attendance for all students of 94.8%.

NAPLAN achievements for indigenous students in Year 3, 5 and 7 were recorded as either, similar to or above, like schools, state schools and national data. Based on the results from this data, high performing indigenous students were selected to participate in the SOLID PATHWAYS program.