Principal’s foreword

Introduction

Our school strives to serve the community and the context we all share. This report contributes to the greater understanding of the context in which we operate. We hope by providing a broad range of information our community will gain a greater understanding of our student body, staff and the environment which we all share.

For over 50 years our school has developed a fine reputation for academic, sporting and cultural pursuits. Sunnybank State Primary School is an inclusive school with a focus on HARMONY.

The report provides information on key aspects of the 2011 year. However, it is important to remember that a document such as this can never give the complete picture of a school. We encourage anyone searching for a school for their child or children to visit us and see all that is on offer at Sunnybank.
Key Priorities for 2011

Improvement Student Outcomes - Sustained improvement to school performance in reading comprehension and number

By working closely with our data, support staff and strategies for teaching we have seen encouraging results especially in our Year 2 Net Data (Above State Comparisons in Reading and Writing) and a sustained result in Year 3 NAPLAN.

Close the gap for Indigenous students with a focus on achievement and attendance

Attendance of our Indigenous students is 93.4% up from 84.1% the previous year. 39% of these students gained a C or Higher in the three strands of Mathematics, Science and English. With 70% achieving this in Science.

Promote Staff Well Being- with the introduction of a Well Being Team 86.2% of reported that they were happy to work in this school, the Well Being Team worked with the active Social Club to decide on activities and actions that assist with staff morale.

Support Staff with the implementation of Australian Curriculum and Increase teacher knowledge of personalised learning and the use of feedback.

Professional development in 2011 focussed on the ‘how’ of the new curriculum. All teachers undertook activities around assessment for learning, feedback and the use of Oneschool as a tool for planning.

Future outlook

The following priorities have been identified for 2012-2015

Effectively deliver the Australian Curriculum to students with appropriate resource support and professional development for staff as needed.

Differentiate curriculum delivery to provide individualised support and extension/enrichment opportunities for those students who need them.

Use the DET Teaching and Learning Audit Tool and support materials to inform annual priorities and determine professional development needs.

Close the gap for Indigenous students with a focus on achievement and attendance.

Develop a whole school approach to student and staff wellbeing.

Continue the focus on environmental education and determine how best to embed activities across the year levels.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>344</td>
<td>167</td>
<td>177</td>
<td>94%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The school is mostly single classes although composite classes covering two year levels are common due to the size of the school. The school serves the communities of Macgregor, Sunnybank, Coopers Plains, Sunnybank Hills and Runcorn although almost 15% students travel from much further away in order to enjoy the benefits the school provides.

There is wide social and cultural diversity across these communities which is reflected in the student population.

The school is very multicultural with more than 120 students born overseas in around 35 different countries.

Many others have parents who were born overseas. Around 6% of students are Indigenous.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.6</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.6</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.8</td>
</tr>
</tbody>
</table>
### Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>13</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
Our LOTE is Mandarin. Specialist teachers provide instruction in LOTE, PE and Music and Visual Art.

Extra curricula activities offered in 2011
Ausdance, a dance program for all grades
Instrumental strings for students in year 3-7
Instrumental Band for students in year 5-7
Choir for students in Prep-3 and year 4-7

Learn to Swim for Prep to year 4, an intensive program for two week in term 4
Year 6-7 enrichment activities linked so Sunnybank State High School including Drama, Science and Mathematics
PASS –Personal Academic and Social Success
Individualised programs as required by student needs

Interschool sports offered in 2011 were Rugby League, Soccer, Basketball, Netball and Touch
Leadership program including Prep Teddies
Project 600- extension program for year 6 Writing

How Information and Communication Technologies are used to assist learning

The staff of Sunnybank primary recognises the importance of ICT (Information Communication Technologies) as an integral tool for 21st Century learning. ICTs provide stimulating learning environments and are required for information literacy. To this end, ICTs are embedded in all curriculum year levels. Students use ICTs, including the Internet, email and interactive whiteboards (IWB), in their learning activities across the curriculum.

Every student has access to computers within the classroom and also the Resource Centre. One set of mobile laptops is available across the school to fully utilise the wireless classrooms. Several iPads have been introduced this year and trialled with students and staff.
Our school at a glance

Social climate

‘Harmony Matters’ has been adopted as an approach for promoting positive relationships within our school community.

This approach is explicitly taught in classrooms and communicated to all via assemblies, school newsletters and classroom posters.

- Help others
- Ask for assistance
- Respect differences
- Make friends
- Offer Alternatives
- Nice words
- Your choice

Sunnybank Primary has a friendly, happy atmosphere and provides a safe environment for student learning. In the 2011 School Satisfaction Survey, 85% of parents reported that their child was happy to go to this school with 81% of parents stating they felt their child was safe at the school and 80% of parents felt their child was treated fairly at this school.

An application for a chaplaincy program has been submitted following surveys of the community. Following the success of this the school will be employing a Chaplain in 2012.

One of the key strategies in 2011 has been the formation of a Well Being Team. This team investigated programs for increasing student resilience and staff well-being activities. They also surveyed staff and community to explore the need for a Chaplain and initiated Breakfast Club to begin in 2012.

The team also instigated green and orange slips for inappropriate behaviour. This action improved playground behaviour and saw a fewer incidents of low level behaviours such as not wearing hats during play times.
Parent, student and teacher satisfaction with the school

Sunnybank Primary staff report well over the state average in areas of work environment, relationships and morale. Our parents report that they are both satisfied and very satisfied with the school climate, the learning, resources and curriculum at our school. Two thirds of our students are satisfied and very satisfied with learning they acquire at Sunnybank Primary.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>72%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child's school</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>88%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

Parents are the first teachers of their children and at Sunnybank Primary we welcome parents as partners in guiding the continued development of their children, our students. Parent involvement starts early at Sunnybank State Primary School with our Early Starters Program for 3-4 year olds held Thursday mornings most weeks. Both parent and child can attend these sessions together to ensure that both are ready for starting Prep in the coming year. The Early Starters program is a collaboration between this school, Sunnybank State High School and Kyabra Child Care Centre.

In the lower school parents are active participants in a wide range of activities including assisting in the classroom, supporting the home reading program and providing additional supervision on excursions. In the upper school these same opportunities continue with additional opportunities becoming available such as coaching interschool sports teams and supporting the instrumental music program. In 2011, the Parents and Citizens Association met on the third Tuesday of each month at 7.00 pm and attendance at these meetings is a great way for parents to understand more about the school. These meetings changed to a Monday night from 2012.

A school newsletter is sent home to families each Thursday and emailed to those parents who have requested this option. Many classrooms also send out their own regular newsletters to keep parents more informed.

Events such as Harmony Day, Ausdance and Open Days also involve a wide range of parents who share in cultural activities of the students. Weekly parades also attract many parents.
Our school at a glance

Reducing the school’s environmental footprint

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

Another action team formed this year was the Environmental Team. This team completed a School Environmental Action Plan which includes plans for recycling, kitchen gardens, water-usage and worm farms. Each grade level will undertake one environmental project per year with the aim to improve the school environmental footprint.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>76,400</td>
<td>688</td>
</tr>
<tr>
<td>2010</td>
<td>52,850</td>
<td>711</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>45%</td>
<td>-3%</td>
</tr>
</tbody>
</table>
## Our staff profile

### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>25</td>
<td>15</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>20</td>
<td>10</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>16</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $28471.80

The major professional development initiatives were as follows:

A major investment in professional development for staff was around readiness for the new curriculum. Teachers completed the following activities:

- Interactive Whiteboard training
- Assessment for Learning
- QCAT training and moderation
- Seven Steps to Writing program
- Senior First Aid Certificate
- Most teachers completed their ICT certificate.
- Oneschool planning and assessment workshops

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 school year.
Our staff profile

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/](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.

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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>97%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

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.

At Sunnybank Primary School teachers mark their rolls twice daily. Absent slips are returned to the office by 9.15am each morning. When a student has 3 days of unexplained absences the school will endeavour to make contact with the guardians. Absences are entered into SMS (until Oneschool is implemented) and reports are printed daily.
Performance of our students

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.

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.

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.
Indigenous students made up 6% of the total enrolment. Attendance rates of 91% are similar to the whole student population 93%. Retention rates for Indigenous students are over 100% with a small amount of new enrolments arriving throughout the year.