



Sunnybank State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

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### School overview

Sunnybank State Primary School is a coeducational school with both boys and girls in all year levels, Prep to Year 6. We are committed to the provision of high quality education that makes a positive difference to the lives of our students and we are well equipped to focus on their individual needs. Having fewer students than many nearby schools fosters a positive, family friendly atmosphere where we know the students well and can work with parents and carers to ensure successful outcomes for ALL students. Our school is tucked safely away in the leafy backstreets of Sunnybank and occupies 5.7 hectares, an entire block. The expansive grounds provide ample play opportunities for all ages and the play area per student enrolled ratio is significantly larger than any nearby school. We equip our students for the future to enable them to contribute to a socially, economically and culturally vibrant society. All classrooms are internet connected and facilitate electronic learning with students in Years 4-6 allocated a school funded iPad for their individual use at school. Laptop computers are also available for student use when needed. Information and Communication Technologies (ICTs) are woven across all aspects of the curriculum. Our library incorporates a multimedia room and the latest educational technologies. Sunnybank State Primary School is an inclusive school, supporting students from around the world. When the hall was opened in 2010 more than one hundred of our students at that time were born overseas, in 32 different countries. The school acknowledges the homelands of these students by displaying their flags in the hall. The school is also one of only a small number of state schools to be accredited by Education Queensland International, allowing us to provide a Queensland education to international students. There is good public transport available with both trains and buses nearby. Being bounded by four streets there is also ample street parking for cars. The school is enrolment managed and serves the communities of Macgregor, Sunnybank, Coopers Plains, Sunnybank Hills and Runcorn. There is wide social and cultural diversity across these communities which is reflected in the student population. Some students also travel from further afield (when enrolment places are available) to gain the benefits of attending a smaller school with very good facilities and resources. Since opening in 1959, our school has developed a fine reputation for academic, sporting and cultural pursuits. Sixty years later we are still going from strength to strength. Instrumental Music is available with lessons by Education Queensland instructors offered in strings, percussion, brass and woodwind instruments. Private providers supplement this service with keyboard lessons available to those who choose to pay for them. Links with nearby Sunnybank State High School and online with the IMPACT Centre support our school's program and provide extension opportunities.

### School progress towards its goals in 2018

Across recent years, our school's number one improvement agenda priority has been to improve the teaching and learning of reading within the Australian Curriculum across the school.

Our school implemented a whole school approach to teaching Guided Reading as a part of a balanced approach to the teaching of reading, setting an aspirational goal of 100% of teachers following the best practice model of teaching Guided Reading. In 2018, this goal was achieved.

As a measure of improvement in reading within the curriculum, our target was for 85% of students to achieve a C or above in English. In 2018, 77% of our students across the school achieved a C or above in Semester 2. Whilst we were close to our target, we believe that with continued focus on our school improvement agenda of improving the teaching and learning of reading within the curriculum, we are on track to achieve this in the future.

We have continued to enhance the support given to our students by continuing to build the impact of our Sunny Starters Pre-Prep playgroup each week, as well as plan a literacy focused transition program for enrolled Prep students and families, to commence this year. Our teachers in Prep have used Age Appropriate Pedagogies in delivering the curriculum, with a particular goal being to build the oral language and literacy capabilities of our students to enhance student engagement and achievement across all learning areas.

We have utilised our I4S funding to employ additional teacher aides to support differentiated literacy teaching and learning in all classrooms, as well as providing our teacher aides with weekly professional development aligned to the school improvement agenda.

Our school is working towards systematic curriculum delivery through the full implementation of the Australian Curriculum by the end of 2020. In 2018, Sunnybank State School set the target of 100% implementation of English, Maths, Science and HASS, a goal which the school achieved.

Our teachers have made an outstanding commitment to learning and using the new Australian Curriculum and are well supported in delivering it using high quality, research based pedagogies.

The school has a clear, focused plan to implement the remaining learning areas and/ or subjects of the Australian Curriculum by the end of 2020. The school has invested in building teacher capability in delivering the Australian Curriculum through funding a full planning day for every teacher every term. To support the planning of the teaching and learning, we have used targeted I4S funds to employ a Head of Curriculum for 5 days per fortnight. This has resulted in teachers planning collaboratively.

Our school works within a cluster of surrounding schools on moderation processes, which ensures that grades awarded for particular Learning Areas at Sunnybank SS are consistent with the grades awarded across the other schools.

Sunnybank State School, in 2018, was in its third year as a Positive Behaviour for Learning (PBL) school. The whole school implementation of the PBL Framework has contributed to a significant decrease in short term disciplinary suspensions from 41 in 2017 to 18 in 2018.

In 2018, we also continued using the Bridge Builders whole school behaviour program. One aspect of this program sees trained Year 5 students working as peer mediators in the playgrounds. A fortnightly conflict resolution lesson was also explicitly taught in every classroom across the school. In an expansion of the program all families have access to online support materials designed to help them help their children deal with conflicts appropriately.

## **Future outlook**

In 2019, our school will build upon our successes with improving teaching and learning of reading within the Australian Curriculum. Our goal this year, using NAPLAN as a measure, is to have 100% of students achieve above National Minimum Standard in Years 3 and 5. We also aim to have 45% of students from both Year 3 & Year 5 achieving in the Upper 2 Bands in NAPLAN.

To support this goal, we have utilised I4S funding to employ teacher aides to support teachers in delivering differentiated literacy teaching & learning in every classroom every day. Teachers and Teacher Aides use the whole school approach to teaching Guided Reading as part of a balanced approach to the teaching of reading within the Australian Curriculum.

Our teachers are involved in regular data conversations about the reading achievement of the students within their class, with a focus on setting reading goals for individual students and developing plans of action to assist the children to improve their reading achievement. Teachers also meet together in teams to discuss particular students who they'd like the collective wisdom of their colleagues to develop plans of action for, to move their reading achievement. These case management meetings take place once per term and individual students are monitored throughout the year.

This year, we continue our implementation of the Australian Curriculum with implementation of The Arts learning area. Our teachers will continue to be supported by our Head of Curriculum in developing their knowledge and understanding of this learning area.

Our teachers will also continue to develop their understanding of the Technologies learning area, being supported particularly in the Digital Technologies subject, by our Technologies teacher. Our teachers will also build their capability and confidence with using Information and Communication Technology (ICT) across all learning areas.

Our improvement strategy of promoting a positive learning environment, through a focus on the wellbeing of staff and students, will be further enhanced through our fourth year embedding Positive Behaviour for Learning (PBL) across the school. This program continues to celebrate the positive behaviours of students at Sunnybank State School, whilst maintaining consistent processes for dealing with negative behaviours from a small number of students.

We will continue to reinforce expectations for behaviour through behaviour blitzes each fortnight, which will be acknowledged and discussed on assembly each week, through the newsletter and at transitions such as when students are released from eating areas etc.

In 2019, we will train a group of current Year 5 students as playground monitors to support the Bridge Builders program across the school. Strategies for dealing with conflicts will continue to be explicitly taught in all classrooms across the school.

We look forward to further engaging our community and pre-Prep students in our Sunny Starters playgroup, as well as our new Prep transition program, Sunnybank Springers; Spring Into Prep. Our goal through this program, is to increase the literacy capabilities and school readiness of students coming into our school in 2020, improving long term literacy outcomes for our students.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	349	340	360
Girls	178	168	171
Boys	171	172	189
Indigenous	21	16	16
Enrolment continuity (Feb. – Nov.)	87%	91%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

## Characteristics of the student body

### Overview

The students at Sunnybank State School come from a broad range of backgrounds. As well as our students who were born in Australia, our students come from over 25 other countries, with 183 of our students identifying English as their second language/ dialect. Of those students from an EAL/D background, 54 students are students requiring additional support. Our EAL/D students are supported by our EAL/D teacher, providing targeted intervention, as well as support to build teacher capability in differentiating classroom teaching and learning to cater for the students' needs.

Sunnybank State School, very proudly, is one of a few State Schools with Education Queensland International accreditation, currently with 30 students enrolled as international fee-paying students through EQI. These students are supported with targeted intervention to help them to learn English, by an International education teacher.

Our school currently has 15 students who identify as Aboriginal and/or Torres Strait Islander. We employ an Indigenous teacher aide who works to ensure cultural inclusivity.

Students with a verified disability make up 2% of our student population. Our school operates a fully inclusive model, with teachers supported by a Special Education Program (SEP) teacher, which the school part funds to ensure inclusion of all students. Our students with learning difficulties are also supported by a Support Teacher (Literacy & Numeracy). Our school operates both before and after school support programs to provide literacy support to our students.

## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	22
Year 4 – Year 6	25	25	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

In 2018, our school had delivered the following Learning Areas of the Australian Curriculum;

- English
- Mathematics
- Science
- HASS
- Languages (Chinese – Mandarin) – Years 2-6

In 2019, Sunnybank State School will introduce The Arts learning area of the Australian Curriculum as well as Languages (Chinese – Mandarin) in Prep and Year 1.

In 2020, our school will introduce the Australian Curriculum Learning Areas of Health and Physical Education and Technologies. This plan will ensure, as required in the P-12 Curriculum, Assessment and Reporting Framework, all Learning Areas/ subjects of the Australian Curriculum are taught, assessed and reported on by the end of 2020.

Our school also offers a pre-Prep playgroup program which is based on the Early Years Learning Framework and the Abecedarian Approach and involves approximately 30 children from two local Early Learning Centres, as well as students from Sunnybank State High School who support the program and work with the children.

### Co-curricular activities

Sunnybank State School offers a range of extra-curricular activities including;

- Dance Spectacular, a dance program for all year levels in Term 2
- Instrumental Strings for students in year 3-6
- Instrumental Band for students in year 4-6
- Keyboard lessons
- Choir
- Learn to Swim opportunity for all Year levels, a program that runs every day for two weeks in Term 4
- Online UNIFY lessons in high interest areas through the DoE IMPACT Centre
- Interschool Sport Gala days for Rugby League, Soccer, Basketball, Netball and Touch
- Leadership program including Student Council, Prep Teddies, Environment Leaders, Sports Captains and School Captains.

## How information and communication technologies are used to assist learning

Sunnybank State School is committed to 21st Century learning. ICTs are embedded across all curriculum learning areas in every classroom at Sunnybank State School, under the guidance of our Technologies teacher. Students use ICTs, including the Internet, email, interactive whiteboards, laptops and iPads (one-to-one in Yrs 4-6) in their learning activities across the curriculum. Every student has access to computers within the classroom and also in the Resource Centre.

Students are also able to use assistive technology to ensure universal access to the curriculum.

## Social climate

### Overview

Students at Sunnybank State School are expected to follow our ABC behaviour guide:

**Act safely**

**Be respectful,**

**Care about learning**

This approach is explicitly taught in classrooms and communicated to all via assemblies, school newsletters and classroom posters. Wellbeing is a school priority and school staff are supported by the work of a chaplain who assists with Breakfast Club four days per week and organises a wide range of activities.

Sunnybank State School also provides the services of a school counsellor for students on a weekly basis, as well as a number of mentors for students across the school, as part of the Mighty Mentors program.

Our school has a fully inclusive approach to student support and learning, as well as pastoral care. We provide in class support to a range of students with varying degrees of intellectual, social and emotional needs.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	97%	93%
• this is a good school (S2035)	96%	97%	95%
• their child likes being at this school* (S2001)	100%	100%	98%
• their child feels safe at this school* (S2002)	93%	100%	93%
• their child's learning needs are being met at this school* (S2003)	93%	93%	98%
• their child is making good progress at this school* (S2004)	97%	86%	100%
• teachers at this school expect their child to do his or her best* (S2005)	93%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	95%
• teachers at this school motivate their child to learn* (S2007)	96%	97%	98%
• teachers at this school treat students fairly* (S2008)	96%	96%	88%
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	95%
• this school works with them to support their child's learning* (S2010)	96%	93%	98%
• this school takes parents' opinions seriously* (S2011)	96%	93%	93%
• student behaviour is well managed at this school* (S2012)	97%	97%	88%
• this school looks for ways to improve* (S2013)	97%	93%	100%
• this school is well maintained* (S2014)	100%	100%	98%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	95%	96%
• they like being at their school* (S2036)	97%	90%	93%
• they feel safe at their school* (S2037)	95%	95%	90%
• their teachers motivate them to learn* (S2038)	97%	97%	96%
• their teachers expect them to do their best* (S2039)	99%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	91%
• teachers treat students fairly at their school* (S2041)	93%	96%	82%
• they can talk to their teachers about their concerns* (S2042)	88%	88%	78%
• their school takes students' opinions seriously* (S2043)	88%	91%	75%
• student behaviour is well managed at their school* (S2044)	86%	91%	72%
• their school looks for ways to improve* (S2045)	96%	97%	91%
• their school is well maintained* (S2046)	95%	97%	85%
• their school gives them opportunities to do interesting things* (S2047)	90%	97%	86%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	97%	100%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	91%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	97%	98%
• student behaviour is well managed at their school (S2074)	100%	100%	98%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	97%	100%	98%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

## Parent and community engagement

Sunnybank State School also offers parents and community the opportunity to engage with helping their child to read through a weekly Community Reading Hub. This model will be expanded in 2019 to a 'Reading Tree' model, engaging both students and parents in reading outdoors.

Parents are also invited every term to a 'Celebration of Learning' to engage with the learning their child/ren have done over the term. They also have the opportunity to meet twice yearly with their child's teacher, as a minimum, to learn about their child's progress, achievements and next steps in learning.



Sunnybank State School has an active P and C who meet once a month and organise several fund raising activities each year. The P and C is consulted regarding school planning and major initiatives, as well as providing the community voice on school issues.

Our school also utilizes a community engagement officer, who collaboratively organises events which include the community, such as Harmony Day and a yearly Fireworks Fiesta. Our community engagement officer also maintains our Facebook page as another means of sharing school and community news.

Our Pre-Prep program, Sunny Starters, is a strong partnership between our school, Sunnybank State High School and several Early Childhood Education Centres in the surrounding area. It provides an opportunity for our local centres, as well as perspective Prep students, to come along to a weekly playgroup supported by Sunnybank State High School students. This collaboration has twice been a state finalist in the Showcase Awards.

A school newsletter is emailed to families every second Thursday with a paper copy available for those parents who request this option. Many parents also attend our weekly assembly on Monday afternoons.

## Respectful relationships education programs

The Bridge Builder Program mentioned earlier provides a solid foundation for students around resolving conflict without violence and fostering respectful relationships. More specifically then our upper school students participate in a Human Relationships Education course of three sessions, a week apart, each one hour for Year 5 and an hour and a half for Year 6. The school Chaplain also provides guidance to students in this area.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	15	41	18
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

The school's Green Team continues to provide students and staff with reminders around caring for our environment. It is pleasing to note that with careful management, the introduction of air conditioning to the school library in 2016 did not result in increased electricity usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	112,157	74,944	73,834
Water (kL)	1,149	990	1,225

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### **How to access our income details**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	28	22	<5
Full-time equivalents	23	13	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	3	
Graduate Diploma etc.*	3	
Bachelor degree	17	
Diploma	5	
Certificate	0	

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$20,261.

The major professional development initiatives are as follows:

- Reading within the curriculum
- Guided reading
- Differentiated reading

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

### Staff attendance and retention

#### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

#### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	94%
Attendance rate for Indigenous** students at this school	87%	87%	85%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

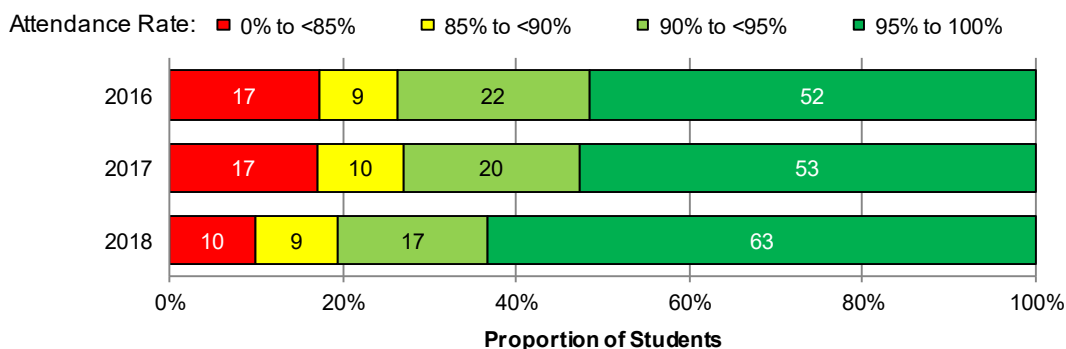
Year level	2016	2017	2018
Prep	92%	93%	96%
Year 1	92%	95%	93%
Year 2	92%	94%	94%
Year 3	95%	94%	95%
Year 4	91%	94%	94%
Year 5	95%	89%	94%
Year 6	93%	92%	93%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

The Principal and Deputy Principal actively monitor attendance at the school, with weekly reports of average attendance developed and shared with the community through posters and the school newsletter, to encourage attendance to meet the goal of 95% for our school.

Non-attendance is managed in state schools in line with the Department of Education 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.

At Sunnybank State School, office staff make contact with families when a student is absent without an explanation having been provided. If students are absent for three consecutive days without explanation, the Deputy Principal will contact the family.

If students arrive late for school without a note, families are also contacted. The students are issued with a late slip to explain the reason for being late to their teacher. All early departures of students are managed through the office.

Students with high absences are addressed individually and contact made with the families to promote attendance at school every day.

The importance of maximum attendance at school is highlighted at school assemblies and in the newsletter.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.