



Sunshine Beach State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Sunshine Beach has a strong focus on supporting each learner to achieve their optimum in a challenging yet supportive environment. Within this context our learners achieve excellent student learning outcomes through the provision of quality teaching by our dedicated teachers and support staff.

Sunshine Beach SS has undertaken a thorough accreditation process by the Glasser Institute and as a result achieved 'Quality School' status. This ongoing accreditation involves external assessment to ensure that quality curriculum, teaching and relationships amongst staff, learners and school community are embedded across the entire school. We now support other schools' development in this extremely important central facet of our school's philosophy.

Another element of a quality school is the enjoyment that learners and staff should experience at school. School should be fun, and learning is fun at Sunshine Beach! At Sunshine Beach State School we hold a view of curriculum as the sum total of all the learner experiences at school and is therefore much more than the academic curriculum. Through our focus on supporting the development of the whole child, we ensure what a learner experiences at school is aligned to achieving the desired quality learner outcomes. These learner outcomes are articulated by the Sunshine Seven: 1. Competent, skilled learner 2. Life-long learner 3. Effective communicator 4. Creative, critical thinker 5. Happy, confident, self-managed individual 6. Socially responsible citizen 7. Environmentally responsible citizen.

Our learners are great kids and to optimise learning we provide a comprehensive educational experience through the successful delivery of a balanced program involving the eight Key Learning Areas. Utilising these syllabi, our staff prepare class programs that are relevant and engaging. To optimise achievement our teachers offer individualised learner programs in the core aspects of Literacy and Numeracy. This ensures that learners are armed with the necessary basic skills to engage in the broader curriculum.

Our learners perform in a number of areas and these have included significant achievement in National Testing in addition to success in Australian Literacy, Numeracy and Science competitions. Our school offers excellence in sport and we achieve many successes in sporting events. Through an inclusive approach we ensure all learners have access to this important aspect of the curriculum. Those with a greater interest have additional opportunities to participate in many sporting events including touch football, water polo and netball. Learners can also access extra-curricular activities such as Choir, Drama, Musical Theatre, Instrumental Music and Strings, Surfing, Chess and extension programs in Literature, Mathematics and Writing.

Sunshine Beach is accredited by Education Queensland to accept international students. We are fortunate to experience the cultural diversity they bring to our school.

Principal's Foreword

Introduction

At Sunshine Beach State School we are extremely proud of our whole school community, very high student achievement results and the development of the whole child through a focus on individual progress.

Throughout 2016, state wide testing data provided a snapshot of students operating at a level above their counterparts across the nation in all areas of literacy and numeracy. Throughout the year, all teachers have been coached and students supported to achieve their potential through the whole school programs, increasing teacher and teacher aide support to align and target areas of numeracy and spelling. Student results are monitored and tracked by both teachers and leaders in the school. The school's priority learning areas of maths and spelling provided a platform to teach, monitor and track progress through a diagnostic approach to learning for all students. A new Number Facts program was introduced to improve computational fluency, mental computation and reasoning. An Academic Talent Program was expanded to provide programs and opportunities to top performing students. This was further enhanced throughout the year with a strengthening partnership and student opportunities at Sunshine Beach State High School.

Sunshine Beach is an internationally accredited school which is characterized by a rich diverse school culture. New families are warmly welcomed into the multi-cultural Sunshine family. Throughout the year opportunities have been sought to market and expand this program as well as build solid partnerships with the local state high school and Lexis College Noosa. In 2016 international student enrolment increased.

Sunshine Beach is an accredited Glasser Quality School. Students are taught self-management and awareness of others' needs which shapes a culture which is highly conducive to learning, participation and fun. New staff are inducted by learning this philosophy, whilst parents are also offered the opportunity to be involved in workshops to understand Choice Theory. Throughout 2016 eight new teachers were trained in Choice Theory and Lead Management.

Sunshine Beach State School operates in partnership with a strong, committed and aligned Parents and Citizens Association and local community. The focus of the partnership is on supporting students toward success in many areas, and at Sunshine Beach our focus is on every child and their needs. The school and P&C work well together to build confidence in all aspects of the school's operation.

2016 annual school surveys showed that parents were extremely happy with our school, with 98% of parents satisfied that their child is receiving a good education. Sunshine Beach operates with an open door policy and values the involvement of parents and volunteers. The engagement of parents as partners in education is very important at Sunshine and we continually look for ways to offer parents more opportunities to be involved in school life, whilst opening opportunities for families to see Sunshine Beach State School. One fine example of this is the refined Prep Transition Program expanded in 2016. This program offers opportunities for new families to be involved in school life twelve months prior to beginning Prep.

School Progress towards its goals in 2016

Throughout 2016, Sunshine Beach committed to completing the Annual Operation Plan (AIP) which aligns to the school's Strategic Plan. This plan endorsed the school's priorities for the year and identified strategies to achieve the goals. The AIP sets high targets for student achievement and self-management. The plan also strongly endorses Sunshine Beach's Glasser philosophy and continuing close ties with our parents and wider community.

The school has continued a strong focus on literacy and numeracy with results continuing to exceed national mean scores across most strands of Naplan. The school again committed over \$100 000 from the I4S funding toward a whole school approach to student intervention.



to benefit every child's learning as well as employing a Gifted and Talented teacher to support extension programs. Through internal monitoring of student achievement, results showed excellent growth, particularly for our higher performing students.

Sunshine has continued to embed deep practice in all areas of literacy with the implementation of a whole school spelling program. Diagnostic assessment of student achievement continued to show excellent results as the program was rolled out from lower school to whole school, including parent education workshops. Results have continued to show strong improvement, particularly results for students in the upper two bands. A reading program based on this model has been implemented in 2017.

In 2015, a regional Maths project provided a whole school approach to the teaching of mathematics from Prep to Year 7. In 2016 this project was refined to add depth of knowledge and understanding around Number Facts. A whole school program was implemented which included professional development and coaching for teachers, workshops for parents and intervention for students. A regional project officer worked alongside the school maths team, including coaches and Principal, to ensure consistency of program delivery across the whole school, including in-class modelling and coaching. Consistency in horizontal and vertical team planning, diagnostic pre and post test data monitoring of student results, as well as an embedded coaching model has lifted the standard of mathematics across the school. Toward the end of 2016, a partnership with Sunshine Coast University was endorsed to measure student knowledge and improvement in Number Facts throughout 2017.

A science coach continued work across the school in 2016. The experienced coach enabled other teachers to expand their knowledge of the teaching of science as well as put a profile around quality learning experiences for students. Students were involved in Quest competitions and environmental projects as well as targeted class learning programs. Quality standards based on the AITSL framework continued to be used to define the practice of teachers at Sunshine Beach. These standards formed the basis of professional plans to improve teaching pedagogy. There was a refinement of the performance planning process through a sector model approach with leaders and coaches, to more effectively address staff development and bring about improved student learning outcomes in all classrooms.

School marketing opportunities were sought throughout 2016 to expand the enrolment at Sunshine Beach. A marketing team enacted the 2015 plan and local media articles featured regularly showcasing the great work in many aspects of school life. Corporate branding was endorsed in collaboration with the team, staff and P&C. Marketing plans continue into 2017.

A Prep Transition Program was expanded to align the transition between home and school, and childcare centres and school. Work in local child care centres was a feature of this work. A three day a week transition officer completed valued work with the Principal to improve the opportunities for children and parents prior to the commencement of school. This included Parent Information Sessions, Prep Open Days, child care visits, child care centre interactions with school and Principal enrolment interviews. Marketing outside the Sunshine Beach catchment was expanded throughout 2016.

Parents were valued as very important partners in education. Communication was improved through the implementation of parent workshops for maths and literacy, an improved web based newsletter and expansion of QParents. There were further opportunities to be involved in school life with the expansion of the Prep Transition Program and an enhanced open door policy between home and school.

Future Outlook

The ongoing focus and drive toward a consistent, cohesive and strong curriculum in all areas of spelling, reading, numeracy and science is a key priority for Sunshine Beach in the forthcoming year. This will include consistent approaches to delivery of programs in the classroom, coaching opportunities and measurement of student success. The explicit teaching of reading and the narrow focus on number facts will be a feature.

The focus on Gifted and Talented students, with quarterly monitoring of all students learning outcomes, will continue to be a focus. Extra curricula activities outside school as well as a growing partnership with Sunshine Beach State High School will continue to provide opportunities for our talented students in areas of literacy, numeracy, science, technology and engineering.

Number fluency and deep understanding of numerical concepts will continue through the model of teacher coaching and support, and facilitated team planning to bring about consistency of teaching across the school. Regular moderation of student results and monitoring of achievement will be expanded to include internal and external data, as well as the triangulation of A-E data to give a whole school profile.

Parent engagement programs and strategies to include parents as valued partners in education will be expanded. Opportunities for parent education and work within the school will be explored to maximise these opportunities.

Prep Transition and support for students in their first year of school will continue as a priority and resourcing will be maintained for this program. Results from the parent and child care surveys to drive improvement in this program will bring about refinement in what we do.

Marketing and student enrolment growth will continue with the rollout of the marketing plan.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	790	364	426	18	92%
2015*	694	314	380	16	92%
2016	721	323	398	23	92%

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

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

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

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

Characteristics of the Student Body

Overview

Sunshine Beach State School is situated in Sunshine Beach on the beautiful Sunshine Coast in Queensland. Students attending our school come from a variety of backgrounds with parents and carers employed in small business, the tourism industry, self-employment, the arts areas and professional organizations, businesses and industry. There are a small percentage of Indigenous students who attend our school. International students comprise some 2% with Sunshine Beach being recognised by the Department of Education and Training as an accredited International School. Sunshine Beach is currently working with EQI, Sunshine Beach State High School and Lexis College to improve our market share of international students and expand these programs.

The community is very involved in the education of children and options are continually explored to increase parent participation and engagement in school life. Parents are actively supportive of all activities and volunteer readily at the school. The teaching and paraprofessional staff is highly committed and very experienced, with many of them having worked at the school for many years. The school fosters positive relationships with students, staff, parents, carers and the community through the Choice Theory, Reality Therapy philosophical base.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	23
Year 4 – Year 7	27	27	27

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

Curriculum Delivery

Our Approach to Curriculum Delivery

At Sunshine Beach a diagnostic approach to Literacy & Numeracy provides the major focus in every classroom. The whole school spelling program was embedded and a reading program introduced through coaching and support in every class. Students are monitored for their improvement and achievement and individual goals are set each week through teacher release with coaches.

Science is supported through a coaching program and there are advanced opportunities for engagement through quality year level units and extension activities and clubs. Students are encouraged to compete in advanced competitions to show their skills as well as encouraged to be part of the environmental programs in permaculture and Kids in Action.

Italian is offered from Prep to year 6. This language is transitioned into the local state high school and is valued by parents at our internationally accredited school. Language clubs in German and Chinese support families and students seeking further opportunities in language development.

Specialist Geography and History lessons are provided to all classes by two teachers, in upper and lower school.

An intervention and coaching program operates to support the learning achievement of every child. Student achievement is monitored and supported by extension programs, Individual Curriculum Programs or Intensive Support Programs.

Academically Talented students were formally identified and offered extension programs, sourced from within the school and beyond. Such opportunities included: Crest Scholarship program at Sunshine Beach State High School, Sunshine Coast Maths Tournament, Maths Olympiad, Readers Cup and Voices on the Coast literary event

Computer labs, smartboards, interactive data walls and ipads support the integrated technology within the classrooms. Work is underway to complete a whole school wireless project, followed by updating the ICT plan and introducing individual learning devices to improve the integration of ICT in the classroom

Wakakirri Story/Dance performance was again awarded with recognition at regional level, outperforming other schools in the story category. Sunshine Spectacular was introduced to showcase The Arts to parents and community through a semi-formal event in August. Music, Performing and Visual Arts featured with a specialist music teacher and strings, woodwind and brass instrumental teachers. The annual Art Show continued and Drama performances and choirs feature on assemblies.

Sport continued to play an important part in school life. Students had the opportunity to gain representation at local, regional, state and national levels, through selection in a variety of individual and team sports. Students consistently gain representation at national level within and outside school sports events.

Choice Theory, Reality Therapy continued to be the philosophical base which underpins all teaching, learning, interactions and relationships.

Co-curricular Activities

The students and community continue to value a wide range of extra-curricular activities both during school hours and after school. Lunchtime activities feature with most teachers and leaders committed to assisting children with interest areas. These included -:

- * Band and Strings Orchestra
- * Student Council
- * Surfing
- * Senior and Junior Choir
- * Permaculture Garden
- * Representative Sports at District, Regional, State and Australian Levels
- * Touch Football Noosa Competition for both boys and girls
- * Rugby League for both boys and girls
- * Swimming
- * Water Polo
- * Clubs:
 - Master Mind
 - Chess
 - Drama
 - Robotics
 - Science
 - Dance
 - German language & culture
 - Chinese language & culture
 - Ukulele

Extra curricula activities

Participation in After School Activities varied depending on the season, with options including

- * Athletics
- * Table Tennis
- * Dance
- * Football of all codes
- * Tennis

The school P&C President continues to coach the school tennis teams to success at the annual Brisbane International Tennis finals for Juniors. In 2016 both teams gained success with a first and third place in either completion.

How Information and Communication Technologies are used to Assist Learning

Throughout 2016 the Sunshine Beach State School technology committee continued to plan the procurement of digital devices and replacement schedule. A 5 year plan is currently being reviewed and matched to a budget to encompass hardware purchase and replacement schedule, connectivity and professional development for staff. A designated lab of 60 computers for class instruction was developed in 2016. This lab now caters for class



instruction, G&T extension groups and lunchtime clubs. Interactive data wall projectors were installed in every classroom for daily teaching. Smartboards and large touch screens were located in every Prep classroom. The whole school currently completes a wireless network project through a 50/50 subsidy. In 2016, a group of advanced learners were identified to work with a team of three dedicated parents who taught advanced ICT skills to our learners.

Social Climate

Overview

The social climate at Sunshine Beach State School has been deliberately designed and developed over many years. It underpins the school's success and the highly respected interrelationships that exist between all members of the school community.

At Sunshine Beach relationships are highly valued. The school community operates on the belief that optimum learning occurs when each individual is happy and self-managed. Sunshine Beach is the only Australian accredited Glasser Quality School and learners, staff, parents and carers work together to make Sunshine Beach "A Good Place to Be". We use a philosophy based on William Glasser's Control Theory, Reality Therapy principles. Our aim is to create the conditions by which each individual will move towards self-management, through understanding themselves and others in relation to the principles of Choice Theory. The principles we want learners to have when they leave Sunshine Beach are for them to be happy, confident, self-managed and socially responsible citizens.

At Sunshine Beach State School we all, staff, learners, parents and carers take responsibility for making our school "A Good Place to Be". Feedback from the school community and learners indicate that this is the case. Issues related to misbehaviour are dealt with through the stages outlined in our Responsible Behaviour Plan which is available on this website. Language based on self-management and sensible and safe choices is taught and used, as well as concepts related to caring for our self, learning, others and the environment. Support for students' welfare and guidance continues to be provided by a school guidance officer, chaplain and a student welfare professional.

The parent satisfaction data below shows a very high approval of the school's operations, with 95% of parents surveyed happy that Sunshine Beach State School is a good school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	100%	95%
this is a good school (S2035)	98%	100%	95%
their child likes being at this school* (S2001)	96%	100%	91%
their child feels safe at this school* (S2002)	96%	95%	94%
their child's learning needs are being met at this school* (S2003)	92%	98%	91%
their child is making good progress at this school* (S2004)	94%	98%	97%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	94%
teachers at this school motivate their child to learn* (S2007)	97%	98%	93%
teachers at this school treat students fairly* (S2008)	97%	100%	94%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	94%
this school works with them to support their child's learning* (S2010)	95%	100%	97%
this school takes parents' opinions seriously* (S2011)	92%	96%	91%
student behaviour is well managed at this school* (S2012)	85%	88%	86%
this school looks for ways to improve* (S2013)	97%	96%	91%
this school is well maintained* (S2014)	95%	100%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	94%	91%
they like being at their school* (S2036)	95%	94%	85%
they feel safe at their school* (S2037)	98%	95%	84%
their teachers motivate them to learn* (S2038)	100%	91%	88%
their teachers expect them to do their best* (S2039)	98%	100%	94%
their teachers provide them with useful feedback about their school work* (S2040)	97%	92%	85%
teachers treat students fairly at their school* (S2041)	94%	83%	71%
they can talk to their teachers about their concerns* (S2042)	90%	83%	71%
their school takes students' opinions seriously* (S2043)	91%	82%	76%
student behaviour is well managed at their school* (S2044)	87%	75%	58%
their school looks for ways to improve* (S2045)	98%	97%	82%
their school is well maintained* (S2046)	94%	92%	85%
their school gives them opportunities to do interesting things* (S2047)	93%	91%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	92%
they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
they receive useful feedback about their work at their school (S2071)	90%	95%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	96%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	98%	100%	95%
student behaviour is well managed at their school (S2074)	88%	88%	67%
staff are well supported at their school (S2075)	98%	91%	77%
their school takes staff opinions seriously (S2076)	98%	93%	79%
their school looks for ways to improve (S2077)	100%	100%	92%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	100%	98%	90%
their school gives them opportunities to do interesting things (S2079)	90%	90%	79%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Sunshine Beach operates with a friendly open door policy that ensures parents and carers are very welcome. On any given day, many volunteers and community members can be found working both in and outside of our classrooms. In 2016, the school held a School Fair. This was supported well by many hard working and dedicated volunteers who contributed to the success. Volunteers Day and P&C Day was recognised to thank these parents and volunteers; teaching staff catered for these morning tea celebrations. An active Parents and Citizens' Association met twice a term during 2016, to discuss school policy and procedures and to promote fundraising, school community and social events. In addition the school operates a school Facebook site which encourages parent communication and information sharing, promotes regular social and community events and offers support to families both new and continuing in the school community. Parent workshops in maths, spelling, reading, Choice Theory and positive parenting were offered in 2016.

Respectful relationships programs

William Glasser's philosophical research, underpinned by Choice Theory, Reality Therapy and Lead Management training for all staff provides the foundation for a safe and supportive school environment. Parent workshops are offer to support this knowledge at home. Students are reminded of the Sunny Solutions (Ignore, Walk away, Talk friendly, Talk firmly & Seek support) and are continually directed and nurtured toward self-management.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	9	2	8
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

The school operated a grounds committee with a focus on ensuring that the environment is green and in alignment with the natural Noosa biosphere. A 5 year facilities plan has been enacted to ensure adequate planning for future work and costs. A permaculture garden was expanded in the school where classes actively participated in planting, recycling and mulching on a rotational basis. This opportunity was also extended to pre Prep families



through the Prep Transition Program. Produce from the permaculture garden is cycled back through the tuckshop and sold to parents and community members on Fridays. The P&C funded the wages for a regular parent/teacher to operate this gardening program. The partnership with Slow Food Noosa expanded to include a community lunch in the permaculture garden, with the school benefiting through a donation. The student council continued a system of recycling of waste paper and were actively involved in expanding the recycling program to include food scraps. In addition, students participated in the annual “Kids Teaching Kids” program. Solar panels and rainwater tanks were in use at the school. Teachers continued to be vigilant in minimizing power wastage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	195,077	1,975
2014-2015	188,931	2,097
2015-2016	174,614	2,555

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following ‘Find a school’ text box.

Find a school

Sector:

- Government
- Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

The 2016 Sunshine Beach staff comprised many experienced staff and a small number of beginning teachers. The school continued as a teacher training school and many student teachers worked alongside experienced staff members. The staff includes many teachers who have extensive international, regional, rural and metropolitan teaching experience. A small percentage of staff were from Indigenous or non-Australian backgrounds. An Indigenous Community worker supported Aboriginal and Torres Strait Islander learners and their families.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	48	23	<5
Full-time Equivalent	41	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Graduate Diploma etc.**	2
Bachelor degree	35
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$53,334.

The major professional development initiatives are as follows:

- Whole school numeracy coaching to develop consistent planning, teaching methodology, peer coaching and data monitoring
- Spelling coaching
- Staff continued to receive extensive training in our Glasser Choice Theory, Control Theory, and Reality Therapy
- The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	86%

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

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

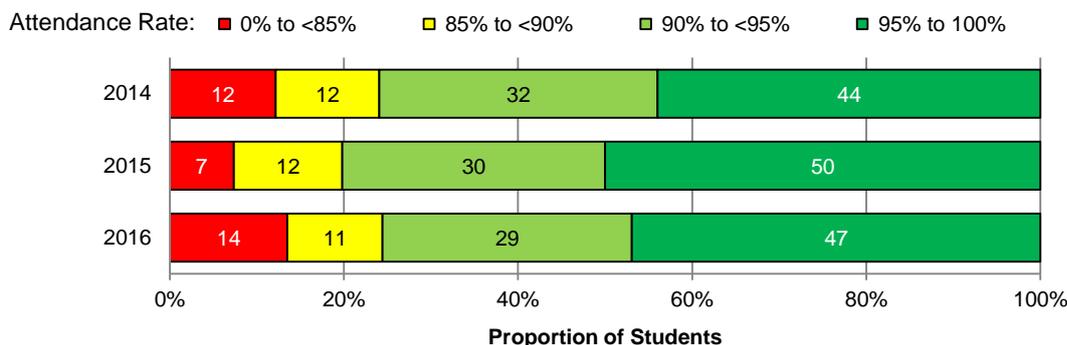
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	90%	94%	93%	93%	93%	94%	94%					
2015	94%	95%	92%	95%	93%	94%	93%						
2016	93%	94%	93%	91%	92%	92%	94%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Non-attendance is managed at Sunshine Beach State School, 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.

The school continue to take a proactive approach to encouraging and supporting daily attendance by all students at school. Reminders about the importance about regular attendance at school, feature in newsletters and letters home to parents and carers. The Oneschool information management system is used as the means of recording attendance and the school follows the Department of Education guidelines for compulsory attendance at school. This policy involves discussions with parents and carers of students who have irregular attendance as well as phone calls, discussions and correspondence providing notice about compulsory schooling obligations. Parents and carers who withdraw their child/ren for holidays or other purposes exceeding 10 days must apply in writing to the principal for exemption from compulsory schooling. Parents are expected to attend an interview to discuss this application.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school

Sector:

Government

Non-government

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

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