

Our school at a glance



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Principal's foreword

Introduction

Sunshine Beach SS built in 1982, has a strong community reputation for delivering quality education to our learners. Steeped in this proud tradition learners continue to demonstrate improvement.

Sunshine Beach has a highly skilled and motivated staff that is focused on supporting each and every student to reach their very highest potential.

The school enrolment comprises 810 learners who derive from a broad socio-economic range. Our parents are supportive of the school and are generally involved in their child's education.

As an accredited international school, the Sunshine Beach community frequently embraces a range of young people from different cultures.

School facilities have seen an upgrade over the last three years with general repairs, carpets, vinyl and wireless infrastructure being installed. The school hall and a refurbished library provide additional opportunities for our learners to further participate in an increased range of extra-curricular activities provided by dedicated school staff.

Sunshine Beach State School has a firmly established reputation for providing a positive and successful educational experience to our learners. This Annual Report is a summary of our achievements and successes for the 2011 school year.

School progress towards its goals in 2011

In 2011 we continued with our school wide implementation of the Australian Curriculum. As a National trial school this was our second year of implementation. In response to our students' learning needs there has been a focus on the explicit teaching of spelling, grammar and punctuation. To support teachers an explicit curriculum in these areas has been developed and implemented. As a consequence, the 2011 NAPLAN results in Writing, Spelling and Grammar and Punctuation have seen improvement.

In 2011 the staff was provided with additional opportunities to refine their knowledge and skills in teaching higher order thinking strategies. Due to our focus on extending the more able learner, the number of students identified in the upper two NAPLAN bands has seen significant increase with eleven areas from fifteen potential NAPLAN scores indicating improvement.

Teachers worked with key curriculum staff to develop term overviews for Mathematics that supported the teaching program. The ongoing emphasis on improving student enjoyment in Mathematics was supported through the implementation of fun but challenging Maths Investigations.

Future outlook

Continuing ACARA implementation for Maths, English and Science

ENGLISH

To ensure that reading comprehension strategies are taught explicitly throughout school using agreed model

1. Embedding comprehension strategies into unit planning and classroom pedagogical practice
2. Developing performance plans to incorporate available staff development processes and resources

Spelling/Writing

Application of spelling knowledge into daily writing

Spelling, punctuation and grammar indicators to be added to criteria sheets and in the learning sequence during the unit writing process

Develop consistent editing coding system to be used throughout the school

Conferencing and feedback to learners regarding writing

Use of teacher student knowledge and data to inform teaching practices

SCIENCE

Refine school overview of National Curriculum incorporating C2C units

Build teacher understanding and confidence of the content and implementation of C2C lesson plans and units

Focus on excellence in pedagogical practice required to implement the C2C units for quality teaching outcomes

Support teachers to implement embedded technologies within C2C science units

Strengthen alignment of teaching and the assessment task through Guide to Making Judgements Rubric for each unit of work

Continue to refine moderation processes for consistency of approach

MATHEMATICS

1. Assessment tasks to be refined
2. Extension work to be provided for students in upper two bands
3. Building teacher confidence in teaching maths- own understandings- training needs analysis, skilling sessions
4. Provide opportunities for teachers to share and learn from each other.
5. School program- review School scope and sequence and alignment to National Curriculum

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
821	406	415	94%

Characteristics of the student body: Sunshine Beach fosters a culture of excellence where all students are viewed as capable, competent learners. We recognise that our students come to us with their own individual, unique needs and backgrounds. We celebrate diversity created by having students enrolled from a variety of cultures and countries.

Sunshine Beach recognises the significance of embedding Indigenous perspectives within our curriculum and school culture to positively influence the educational outcomes of our Indigenous students. A small number of indigenous students are included in our school's enrolment.

We aim to provide comprehensive and responsive support programs, through an inclusive, coordinated whole school approach, in order to maximise learning outcomes for students with disabilities. Our Special Education Program currently caters for 11 students from Prep – Year 7.

Two highly skilled Learning Support teachers lead various intervention programs for students with learning difficulties across our school. They possess a deep knowledge of current research and relate this to their intervention programs.

We have a focus on health, and learners are encouraged to be fit and healthy citizens. Associated with this is our Travel Smart program with learners encouraged to walk, scooter or ride to school or when not possible, bus.

Sunshine learners are a credit to their community. We have a commitment to encouraging learners to be aspiring towards self-management.

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

Phase	Average Class Size
Prep – Year 3	21.5
Year 4 – Year 10	27.2
Year 11 – Year 12	
All Classes	23.9

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA

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

Curriculum offerings

Our distinctive curriculum offerings At Sunshine Beach we have adopted an individualised approach to curriculum. Considering each learner's background, ability, learning styles, rate of learning and personality-profile assists us in determining how each learner learns. We can then better match the curriculum to the learner, rather than expecting the learner to conform to a pre-determined curriculum. High expectations combined with this individualised approach are keys to our success.

Extra curricula activities

Sunshine Beach is fortunate to have a dedicated staff willing to commit time and effort to enhancing the extra-curricular opportunities for our learners. Extra-curricular activities vary from term to term reflecting the needs of the cohort of learners, resources and staff available.

The following are examples of typical extracurricular activities:

- school mathematics Tournament Teams
- extensive sports programs – including specific activities to participate in community events
- school camping program & excursions
- Year 7 leadership camp
- social skills
- surfing competitions
- choir
- instrumental music
- strings program
- gardening / permaculture garden
- cooking
- chess club
- art & craft club
- drama & speech club
- book club & writing club
- after school sporting activities

How Information and Communication Technologies are used to assist learning

In 2011 there was an ongoing focus on our staff achieving the ICT Certificate. Our classrooms have digital projectors installed and there is an increased use of this resource as teachers have designed and implemented virtual classrooms throughout the year. As our staff plan their work units efforts are made to embed the meaningful use of the digital pedagogies.

The installation of a full wireless network was completed in 2011. A bank of 30 laptops was purchased and Year 6 and Year 7 students are able to access 1:1 computer time. Significant expenditure also occurred to purchase equipment to support the introduction of a Robotics program to encourage learner participation in the ICTs.

Our school at a glance

Social climate

We believe optimum learning occurs when learners are happy and self-managed and when they don't need others to help them manage their behaviour appropriately. Our aim is to create the conditions for each learner to move towards responsible self-management. Two of our desired outcomes for learners when they leave us, are for them to be happy, confident self-managed individuals and socially responsible citizens.

At Sunshine Beach State School we all, staff and learners alike, take responsibility for making our school 'a good place to be' and feedback from our learners indicates this is how they perceive our school.

Further details, including a copy of our school's Responsible Behaviour Plan can be found on this website.

Parent, student and teacher satisfaction with the school

In 2011 Sunshine Beach maintained a high level of satisfaction with parents and students. Staff morale improved for the 2011 school year.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	60%
Percentage of staff members satisfied with morale in the school	78%

Involving parents in their child's education

Parents are seen as equal partners in their child's education. There is significant parent support for school homework programs that support the individualised approach for learning that occurs in our school. Sunshine Beach has a very active P&C who make valuable contributions in a variety of ways to support the school, the children and the staff. Many parents/carers and staff attend the monthly P&C meeting where discussions are held regarding school progress. Many parents/carers participate as volunteers in classrooms, tuckshop or even within our permaculture gardening group.

There is a Parent/Carer Network group that actively supports the arrival of new families to our school.

The significant parent/carers participation in the many school community events is reflective of the sense of community that exists at Sunshine Beach.

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.

In 2011 our school's Permaculture gardening group continued their fine work with a range of strategies to support learning in this critical area. These strategies included the recycling of vegetable waste from the tuckshop and classrooms for use in our new worm farm.

There has been a 35% reduction in water usage when compared to the previous year.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	174,637	1,833
2010	151,390	2,810
% change 10 - 11	15%	-35%

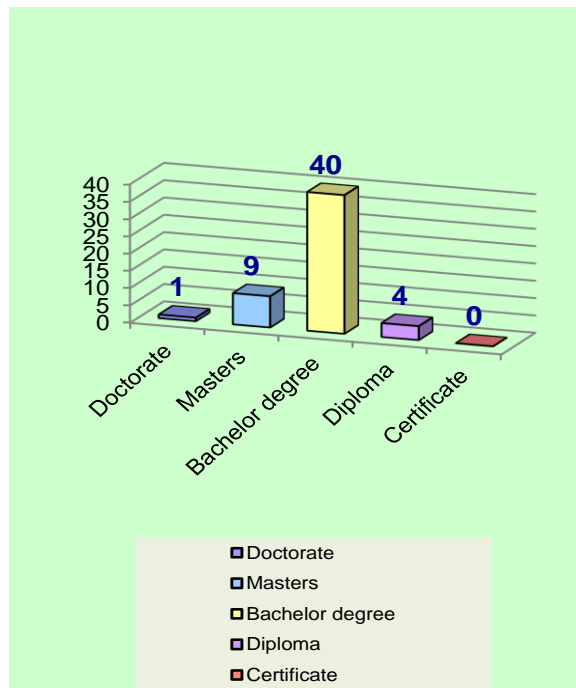
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	54	18	<5
Full-time equivalents	48	18	<5

Qualifications of all teachers Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on your records, enter the numbers for your school for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are examples only, not your school's actual figures. The Department of Education, Training and Employment does not collect a teacher qualifications record on an annual basis).

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	9
Bachelor degree	40
Diploma	4
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$106,566.

The major professional development initiatives are as follows:

- * Provision of time for Year level teams to plan, share and learn from each other.
- * Provision of quality professional development by external consultants in Higher Order Thinking

The proportion of the teaching staff involved in professional development activities during 2011 was 66%.

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, 91% of staff was retained by the school for the entire 2011 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 **GO**

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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 93%.

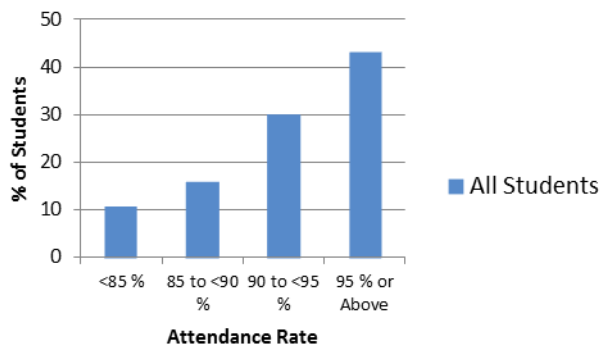
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92%	94%	92%	93%	93%	93%	93%					

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

Parents/carers are requested to advise the office by phone if their child is absent. Upon return to school a written note should be provided outlining the reason for absence.

For absences greater than two days the class teacher will notify the office and a phone call will be arranged to ascertain the reason for absence.

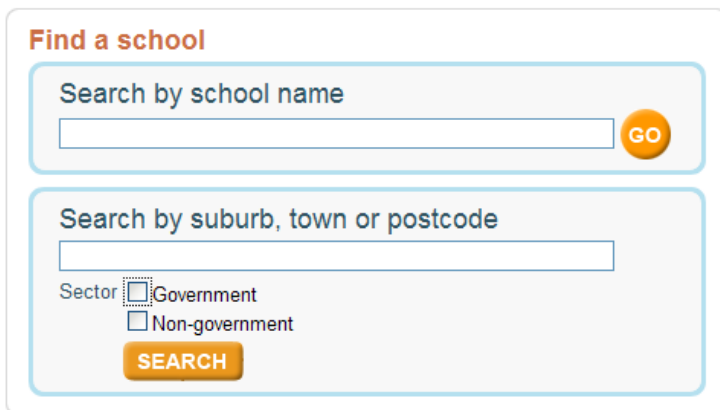
Rolls are marked twice a day. This occurs at 9:00am and 1:30pm.

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**.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is labeled "Search by school name" and features a text input field followed by a circular orange button with the text "GO". The second section is labeled "Search by suburb, town or postcode" and features a text input field. Below this field, there is a "Sector" label with two radio button options: "Government" and "Non-government". At the bottom of this section is a rectangular orange button with the text "SEARCH".

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.

Achievement – Closing the Gap

A range of strategies have been employed in our school's efforts to support indigenous learners, recognise and celebrate indigenous culture. These strategies include:

Embedding indigenous perspectives in planning units of work

The focus on aspects of differentiation for indigenous learners

The establishment of a bush tucker garden and totem pole story poles and art works by Aboriginal elder.

Our indigenous learners are provided with individualised programs in aspects of literacy and numeracy. Progress is tracked through school monitoring processes.

In 2011 there was not any gap in NAPLAN scores between the performance of our indigenous learners and non-indigenous.