

Sunshine Beach State School (1917)

Queensland State School Reporting

2012 School Annual Report



A Good Place to Be!

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Principal's foreword

Introduction

This report outlines the goals, objectives and operations of Sunshine Beach State School for the calendar year 2012. School Opinion Surveys, Annual Operation Plans, Budget Overviews and other sources of information were used to inform this reporting framework.

Sunshine Beach State School is a Primary School with 800 learners aged between 4 to 13 years of age and caters for the year levels Prep through to Year 7. The school is an accredited Glasser Quality School and Education Queensland International School.

Learners, staff, parents, carers and the Sunshine Beach community embrace the motto of the school and make it a '**A Good Place To Be**'.

School progress towards its goals in 2012

Progress towards 2012 goals is outlined in the table below.

Sunshine Beach State School 2012 Goals	Achievements and Progress
Explicit teaching of Comprehension Strategies	During 2012, all teachers explicitly planned for and taught comprehension strategies with an emphasis on higher order thinking skills. Professional development was conducted and teaching proformas for the strategies were developed.
Explicit teaching of Spelling and Writing	A whole school spelling Scope and Sequence was developed for the teaching of spelling in all year levels. A teaching proforma was developed in order to ensure that the planning and teaching of spelling was explicit and comprehensive.
Focus on Building Teams and Individual Teacher Capacity	Teams continued to be a focus at Sunshine Beach with a variety of support structures being developed and enhanced. These support structures ranged from Year Level Subject Co-ordinator roles to planning teams to mentor teachers to Communities of Practice offerings to referral through to our Professionals in Practice Program for teachers learning from each other. Beginner teachers through to experienced teachers are supported through these Sunshine Beach programs.

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Embedding Science Curriculum	After 'unofficially' trialling Science Australian Curriculum in 2009, all teachers have continued to embed Scientific Process, Inquiry based learning and in 2012, Scientific language into their units of work. Professional development was conducted in a variety of Science content areas in order to increase teacher's knowledge and skill set for teaching Science.
Continuing ACARA implementation for Maths, English and Science	After being a trial school for English and Maths Australian Curriculums in 2009, all teachers have continued to refine their units of work and their teaching to ensure that curriculum intent is embedded in all learning.

Future outlook

- *We will develop programs to get ready for our Year 7s moving to Secondary School in 2015.
- *The ACARA History Curriculum will be implemented in semester two in 2013.
- *The school's spelling program will be further embedded and spelling will continue to be explicitly planned for and taught.
- *The comprehension program will be embedded further and explicitly taught.
- *We will review our data gathering processes to ensure that data is used to inform our teaching and learning.
- *Our Pedagogical Framework will be reviewed and rewritten in 2013.
- *Our leadership framework with teachers being curriculum leaders will be expanded and embedded.
- *Curriculum co-ordinators will specialize in the P-3 area and the 4-7 area.
- *As a teaching school our links with Central Queensland University and the University of the Sunshine Coast will continue.
- *Our re-accreditation as an International School will be attained.
- *Our re-accreditation as a Glasser Quality School will be attained.
- *Our staff will receive further accreditation and training in the Choice Theory, Reality Therapy Glasser philosophical base.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school: 815

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	822	390	432	91%
2011	821	406	415	94%
2012	815	392	423	94%

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

Characteristics of the student body:

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 10% with Sunshine Beach being recognised by the Department of Education, Training and Employment as an accredited International School. The community is very involved in the education of our learners and several forums are available for parent representation and support. Parents organise regular community social events and they have a supportive Sunshine Family Network which operates for communication and support of new and existing parents and carers. Teaching staff are very experienced, with many of them being at the school for a large number of years. The school fosters relationships with learners, staff, parents, carers and the community through the Choice Theory, Reality Therapy philosophical base.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	21	22
Year 4 – Year 10	26	27	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	17	18	11
Long Suspensions - 6 to 20 days	0	1	1
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

*Choice Theory, Reality Therapy is the philosophical base on which all teaching, learning, interactions and all relationships are fostered.

*Quality Standards are written and aspired to in areas of the curriculum and in organisational areas.

*Year Level teachers specialise in subject areas and work as year level teams to plan units of study based on the Australian Curriculum.

*Literacy, Numeracy and Science are a major and rigorous focus in every classroom.

*Individual learner achievement levels in Spelling, Number Facts and Reading form the foundation of continuous learning.

*Homework is based on the three above areas in order to consolidate learning that takes place in the classroom.

*Virtual classrooms are available in every classroom for learners to work at home.

*Music, Performing and Visual Arts feature with a specialist music teacher and strings, woodwind and brass instrumental teachers, an annual Art Show and Drama performances on Assemblies.

*Sporting representation at local, regional, state and national levels is possible, through selection in a variety of individual and team sports.

*Learning Support, Special Needs and Guidance are offered to individual learners, parents, carers and families.

*Talented students are provided opportunities in areas such as Readers' Cup, Maths Olympiad, Opti-Minds, ICAS Assessments and other regular offerings.

Extra curricula activities

Participation in After School Activities vary depending on the season and may include -:

*Athletics

*Dance

*Football of all codes

*Tennis

*Triathlon Training

Extra Curricular Activities in School time and at Lunchtimes depending on the season includes -:

*Band and Strings Orchestra

*Cheerleading

*Chess

*Choir

*Debating

*Drama

*Hip Hop Dance

*Interschool Sports

*Permaculture Garden

*Recorder Band

*Representative Sports at District, Regional, State and Australian Levels

*Science Clubs

*Touch Football Noosa Competition

*Surfing

*Swimming

*Water Polo

Our school at a glance

How Information and Communication Technologies are used to assist learning

Sunshine Beach State School has three computer labs and one laptop lab which students use on a regular basis to complete assignments and work online on projects and assignments. In addition, each classroom utilises several computers and data projectors which are in every room. Every classroom teacher has a virtual classroom, which allows learners to work on websites and specific assignments at home. Teacher Ipads are used in some classrooms. A comprehensive technology plan for procurement of digital devices is in place for the next three years.

Social climate

At Sunshine Beach we value all relationships and believe that optimum learning occurs when everyone is happy and self managed and when we don't need others to manage ourselves appropriately. Sunshine Beach is an 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. Bullying and others 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 are used, as well as caring for our self, learning, others and the environment.

Parent, student and staff satisfaction with the school

One hundred percent of parents surveyed in our annual parent survey agree that their children are receiving a good education at Sunshine Beach State School and that Sunshine Beach is a good and safe school for their child to be at. The same percentage of parents feel that the school is always looking to improve and that teachers are approachable, give their best and fully support each and every child. All other areas surveyed rate at eighty four percent and above. These percentages of satisfaction from parents and carers are also similarly reflected in the satisfaction of staff and of students who attend Sunshine Beach State School.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	89.5%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	84.2%
their child is making good progress at this school*	89.5%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	94.7%
teachers at this school motivate their child to learn*	85.0%
teachers at this school treat students fairly*	94.7%
they can talk to their child's teachers about their concerns*	100.0%

Our school at a glance

this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	94.7%
student behaviour is well managed at this school*	94.7%
this school looks for ways to improve*	100.0%
this school is well maintained*	90.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	98.3%
they like being at their school*	96.7%
they feel safe at their school*	98.3%
their teachers motivate them to learn*	97.5%
their teachers expect them to do their best*	99.2%
their teachers provide them with useful feedback about their school work*	99.2%
teachers treat students fairly at their school*	92.4%
they can talk to their teachers about their concerns*	95.0%
their school takes students' opinions seriously*	88.3%
student behaviour is well managed at their school*	89.0%
their school looks for ways to improve*	97.5%
their school is well maintained*	97.5%
their school gives them opportunities to do interesting things*	96.6%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	86.0%
with the individual staff morale items	95.9%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Sunshine Beach has a friendly open door policy that ensures parents and carers are very welcome. On any given day, you will find many volunteers and community members working both in and outside of our classrooms. An active Parents and Citizens' Association meets twice a term to discuss school policy and procedures and to promote fundraising and school community and social events. In addition to this group, there is a Sunshine Family Network that promotes regular social and community events and offers support to families both new and established in the school community.

Reducing the school's environmental footprint

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

During 2012, the school monitored weekly water use via water meter readings, to attempt to find particular days when and why water usage was high. A solar panel was installed on one of our Prep buildings. The student council commenced a system of recycling of waste paper in all classrooms during the year. Teachers were vigilant in turning lights and fans off when not in use. The permaculture garden beds were restored and replanted for classes and groups to be involved in 2013.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	151,390	2,810
2010-2011	174,637	1,833
2011-2012	174,392	2,210

Our staff profile

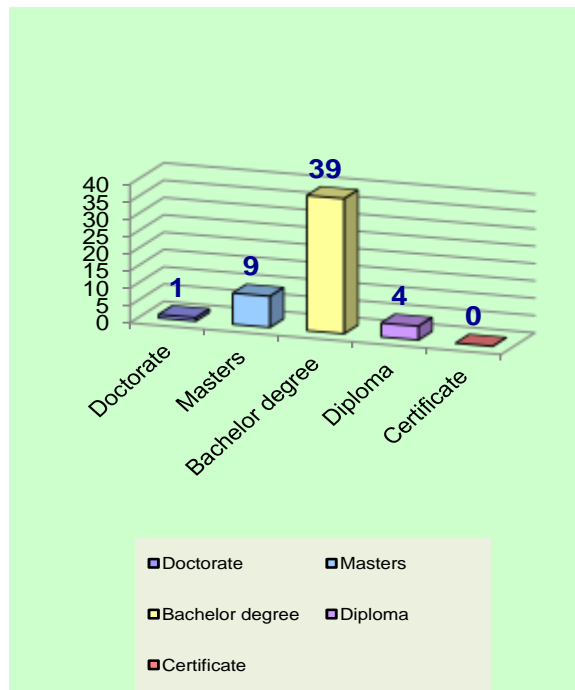
Staff composition, including Indigenous staff

Sunshine Beach has many experienced staff and a small number of beginning teachers. The school is also a teacher training school and many student teachers work alongside experienced staff members. There are teachers on staff who have extensive international, regional, rural and metropolitan teaching experience. A small percentage of staff are from Indigenous or non-Australian backgrounds. An Indigenous Community worker supports Aboriginal and Torres Strait Islander learners and their families. An Integration teacher and Guidance Officer offers support to students with special needs.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	53	19	<5
Full-time equivalents	50.2	14.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	9
Bachelor degree	39
Diploma	4
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$90 511.97.

The major professional development initiatives were as follows:

All teachers undertake professional development by leading curriculum area planning and implementation in year level teams. This takes twice per term. In addition a priority area of teaching comprehension was the focus in 2012. Comprehension strategies and teaching skills were developed through the professional engagement of Sheena Cameron, author of *Teaching Reading Comprehension Strategies*. First Aid certificates were renewed and mandatory curriculum of areas such as student protection, code

Our staff profile

of conduct and right to information were also undertaken. Areas of cultural difference and ESL and Early Childhood topics were also a focus. Staff received extensive training in our Glasser Choice Theory, Control Theory, Reality Therapy Psychological base.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.7%	96.1%	96.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

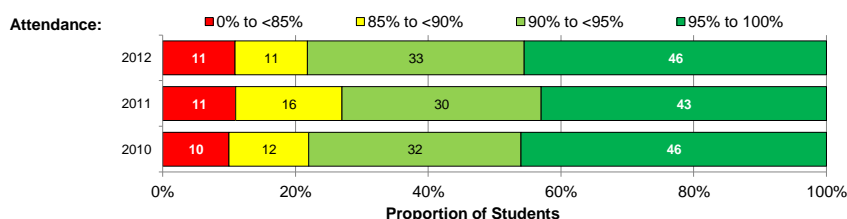
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	92%	92%	94%	93%	94%	93%	N/A	N/A	N/A	N/A	N/A
2011	92%	94%	92%	93%	93%	93%	93%	N/A	N/A	N/A	N/A	N/A
2012	92%	92%	94%	94%	93%	94%	93%	N/A	N/A	N/A	N/A	N/A

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 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 takes a proactive approach to encourage and support 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. Oneschool is used as the means of recording attendance and the school follows the Department of Education, Training and Employment 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 issuing letters about notice about compulsory schooling obligations. Parents and carers who withdraw their child/ren for holiday or other purposes exceeding 10 days must apply in writing to the principal for exemption from compulsory schooling. The Indigenous community worker regular communicates with our Indigenous families about the importance of regular attendance at school.

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/>.

Performance of our students

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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

Attendance rates for our Indigenous and Non Indigenous students were very similar in 2012. The gap in academic results between our year five Indigenous and non Indigenous is narrowing each year and in 2012 it was just below the national mean score with our year three and seven Indigenous students slightly below. Each year the gap is decreasing between the Indigenous and non Indigenous students in the areas of NAPLAN results in Reading, Writing and Numeracy achievement.