

Sunshine Beach State School

Queensland State School Reporting

2013 School Annual Report



A Good Place to Be!

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Principal's foreword

Introduction

At Sunshine Beach State School we are extremely proud of our very high student achievement results. Throughout 2013, 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.

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.

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.

Sunshine Beach State School operates in partnership with a committed Parents and Citizens Association and local community. The focus of the partnership is on supporting student learning success, and at Sunshine Beach our focus is on every child's learning needs.

The school and P&C work well together to build confidence in all aspects of the school's operation at Sunshine Beach. 2013 annual school surveys showed that parents were extremely happy with our school, with 100% 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.

One fine example of this partnership is the school's quality Arts program. The annual Art Show offers parents and community the chance to engage in the finer work of our student programs. The show was once again successfully staged in 2013.

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School progress towards its goals in 2013

Reaccreditation as an Education Queensland International school was attained

Re-accreditation as a Glasser Quality School was attained

Getting Ready for Secondary School - Work continued with the local Sunshine Beach State High School to align practices and personnel to successfully transition Year 6 & 7 to high school in 2015

Implementation Of ACARA- Continued to work towards full implementation with the inclusion of history into the well established learning programs for each Year level

Reading Comprehension – Work continued with teaching staff to embed the consistent teaching practice through the implementation of quality reading comprehension strategies in all classrooms.

Quality Standards- A set of quality standards based on the AITSL framework were developed to define the practice of teaching staff at Sunshine Beach. These standards form the basis of professional plans to improve teaching pedagogy

Developing Performance Framework – The refinement of the performance planning process, to more effectively address staff development, brought improved outcomes to an already strong overall staff performance

Coaching Model – Two coaches were appointed to support teachers to improve practice and provide feedback in classrooms. This program proved to be very successful and will be continued.

Control Theory Reality Therapy – Ongoing staff development was provided in this key school priority, and work continued to refine lessons and deliver relevant program content to support the continuing implementation of the Glasser philosophy.

Future outlook

The ongoing development of a strong curriculum and teaching and learning program will continue to be a priority for Sunshine Beach State School in order that we provide the best possible learning outcomes for the students at the school. The programs identified below will be introduced during 2014.

Whole School Intervention – a targeted intervention program will use data to identify learning gaps and learning extension opportunities for students with the aim of maximizing learning for all students, through the continuation of 5 week intensive teaching cycles, further data collection and analysis to ensure the improvement of student outcomes in literacy and numeracy across the school

Maths Project – a whole school maths project will be undertaken to enhance student outcomes and improve the teaching practice of mathematics across the school

Whole school approach to Reading & Writing – school programs will be rewritten to ensure a consistent methodology of the teaching of reading and writing across the school

Parent Engagement Program – Strategies and events will be developed in conjunction with the community to encourage parent participation in school life

Focus on Gifted and Talented – formal identification of G&T students will begin and enhanced activities and opportunities offered to students with talent in various areas

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	821	406	415	94%
2012	815	392	423	94%
2013	786	376	410	92%

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 participation and engagement in school life. Parents organise regular community social events and have formed a supportive Sunshine Family Network. The network operates to facilitate communication for and support of, new and continuing parents and carers. 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 learners, staff, parents, carers and the community through the Choice Theory, Reality Therapy philosophical base.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	22	21
Year 4 – Year 7 Primary	27	25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	18	11	21
Long Suspensions - 6 to 20 days	1	1	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

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

*Quality Standards were designed to guide operations in all areas of the curriculum and administrative programs.

*Literacy, Numeracy and Science provided the major focus in every classroom.

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

* An intervention program operated to support the learning achievement of every child

* Three computer labs, smartboards and notebooks supported the integrated technology within the classrooms

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

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

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

*Academically Talented students were formally identified and offered extension programs sourced from within the school and beyond.

Extra curricula activities

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

*Athletics

*Dance

*Football of all codes

*Tennis

Our school at a glance

A wide range of extra-curricular activities were made available to students as part of the learning program and included -:

- *Band and Strings Orchestra
- *Student Council
- *Chess
- *Choir
- *Debating
- *Drama
- *Interschool Sports
- *Permaculture Garden
- *Representative Sports at District, Regional, State and Australian Levels
- *Science Clubs
- *Touch Football Noosa Competition
- *Surfing
- *Swimming
- *Water Polo

How Information and Communication Technologies are used to assist learning

In 2013 Sunshine Beach State School operated a technology committee comprised of leadership team members, teachers, our technician and Business Services Manager. This group continues to plan the procurement of digital devices and replacement schedule over 5 years. The school operated with three computer labs and one laptop lab which students use on a regular basis to complete assignments and work online to complete projects and assignments. In addition, each classroom utilised several computers and data projectors for daily teaching. Smartboards were located in every Prep classroom and exploration into the expansion of this program, or more advanced devices, is currently underway. Notebooks also formed part of the Prep technology program and continue to be integrated into daily literacy and numeracy lessons. Every classroom teacher operated with a virtual classroom which allowed learners to work on websites and specific assignments at home. Teacher ipads were used in some classrooms and this resource will be expanded.

Social climate

The social climate at Sunshine Beach State School has been deliberately designed and developed over many years. It underpins the school's success and characterizes the entire school's operation.

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 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

Our school at a glance

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 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.

Parent, student and staff satisfaction with the school

One hundred percent of parents surveyed in our annual parent survey agreed that their children were receiving a good education at Sunshine Beach State School and that Sunshine Beach is a good school. The same percentage of parents felt that the teachers expected their child to do their best and treated students fairly. All other areas surveyed rated at eighty two percent and above. These percentages of satisfaction from parents and carers were 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	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	89%	90%
their child feels safe at this school* (S2002)	100%	93%
their child's learning needs are being met at this school* (S2003)	84%	90%
their child is making good progress at this school* (S2004)	89%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	93%
teachers at this school motivate their child to learn* (S2007)	85%	93%
teachers at this school treat students fairly* (S2008)	95%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%
this school works with them to support their child's learning* (S2010)	100%	93%
this school takes parents' opinions seriously* (S2011)	95%	96%
student behaviour is well managed at this school* (S2012)	95%	82%
this school looks for ways to improve* (S2013)	100%	93%
this school is well maintained* (S2014)	90%	93%

Performance measure (Nationally agreed items shown*)

Our school at a glance

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	97%
they like being at their school* (S2036)	97%	96%
they feel safe at their school* (S2037)	98%	97%
their teachers motivate them to learn* (S2038)	98%	96%
their teachers expect them to do their best* (S2039)	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	94%
teachers treat students fairly at their school* (S2041)	92%	90%
they can talk to their teachers about their concerns* (S2042)	95%	88%
their school takes students' opinions seriously* (S2043)	88%	94%
student behaviour is well managed at their school* (S2044)	89%	87%
their school looks for ways to improve* (S2045)	97%	96%
their school is well maintained* (S2046)	97%	95%
their school gives them opportunities to do interesting things* (S2047)	97%	95%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	93%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	93%
staff are well supported at their school (S2075)	95%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	93%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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. An active Parents and Citizens' Association met twice a term during 2013, to discuss school policy and procedures and to promote fundraising and school community and social events. In addition to this group, the Sunshine Family Network continued to promote regular social and community events and offer support to families both new and continuing in the school community.

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 permaculture garden was developed in the school where classes actively participated in planting, recycling and mulching on a rotational basis. The P&C funded the wages for a regular parent/teacher to operate this gardening program. The student council commenced 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	
	Electricity kWh	Water kL
2010-2011	174,637	1,833
2011-2012	174,392	2,210
2012-2013	190,700	1,708

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

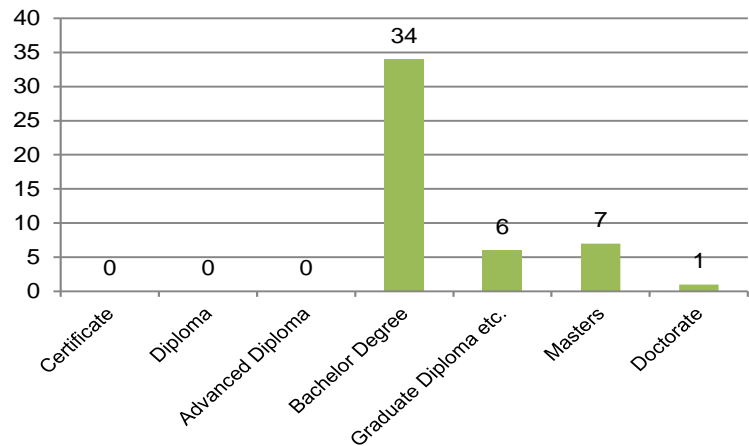
Staff composition, including Indigenous staff

The 2013 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.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	51	19	<5
Full-time equivalents	46	14	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.	6
Masters	7
Doctorate	1
Total	48



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 73 000 .

The major professional development initiatives were as follows:

Reading comprehension - comprehension strategies and teaching skills were developed through the engagement of Sheena Cameron, author of *Teaching Reading Comprehension Strategies*.

During semester one 2014, whole staff training in Seven Steps to Successful Writing will be completed to develop a whole school focus on writing.

In 2013, a Gifted and Talented mentor was trained to extend learning for the most able students.

Staff continued to receive extensive training in our Glasser Choice Theory, Control Theory, and Reality Therapy.

The percentage of the teaching staff involved in professional development activities during 2013 was 100%

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the 2012, 89% of staff was retained by the school for the entire 2013 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

Our staff profile

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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

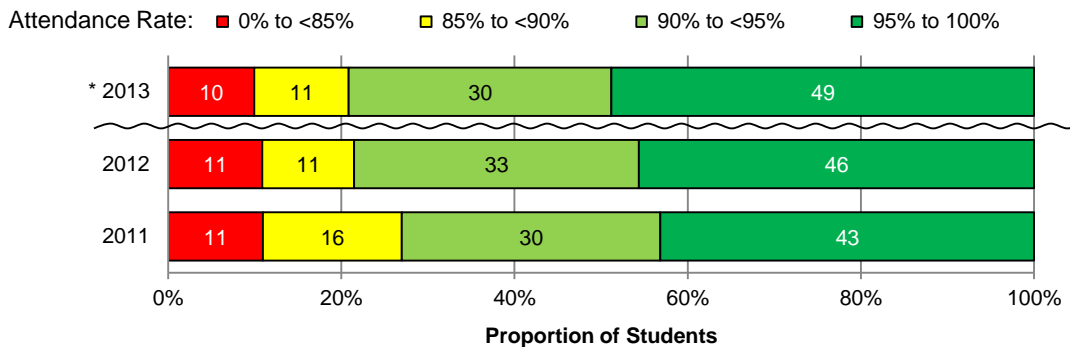
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	94%	92%	93%	93%	93%	93%	NA	NA	NA	NA	NA
2012	92%	92%	94%	94%	93%	94%	93%	NA	NA	NA	NA	NA
2013	94%	93%	94%	94%	93%	94%	93%	NA	NA	NA	NA	NA

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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 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, Training

Performance of our students

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 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. As part of the role, our Indigenous community worker, also monitored and supported positive attendance for our Indigenous 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.

Sunshine Beach rated high levels of student achievement on the 2013 NAPLAN testing program. Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at <http://www.myschool.edu.au/>.

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Achievement – Closing the Gap

Closing the gap in achievement between Indigenous and non-Indigenous students continued to be a priority for Sunshine Beach during 2013 with all Indigenous students demonstrating solid progress. Students are supported through a variety of programs, and learning data is used to identify gaps and target support through classroom based and whole school intervention and extension programs. Due to low numbers of enrolled indigenous students, results showed statistical inconsistency which precludes reliable summary reporting on the achievement gap between indigenous and non-indigenous students.