

# Sunshine Beach State School

## Queensland State School Reporting

### 2014 School Annual Report



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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 2014, 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 students have been supported to achieve their potential through the whole school intervention program, increasing teacher and teacher aide support to align and target areas of numeracy and literacy. Student results are monitored and tracked by both teachers and leaders in the school. An Academic Talent Program was introduced to provide programs and opportunities to top performing students.

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.

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. 2014 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. One fine example of this partnership was the school Twilight Fair which was staged for the first time in many years during 2014. The fair proved to be an excellent mechanism to bring the whole Sunshine Beach community together and was endorsed as an ongoing annual event

### School progress towards its goals in 2014

Sunshine Beach was selected as one of 34 highest performing schools across Queensland to conduct a self-determined review. This review will provide an optimum time to evaluate all areas of curriculum and school operations and set high targets for student achievement and self-management over the next four years.

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 committed over \$80 000 from the Great Results Guarantee funding toward a whole school intervention project to benefit every child's learning as well as employing a 2 day/week 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 seven steps to successful writing, continuation of the Sheena Cameron's reading comprehension strategies and a trial spelling program across the early phase. Results have continued to show strong improvement in all areas, particularly results for students in the upper two bands. A commitment has been made to further expand the spelling program across the school in the second half of 2015 and continuing into 2016

In 2014, a regional Success Maths project provided a whole school approach to the teaching of mathematics from Prep to year 7. Teachers were involved in professional development facilitated through after school sessions and also through in-class modelling and coaching. Parent workshops were also offered. 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.

A science coach was appointed in 2014. 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.

A Prep Transition Program was introduced 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 two 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.

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 introduction of QParents. There were further opportunities to be involved in school life with the first school Fair introduced in June 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 literacy, numeracy and science is a key priority for Sunshine Beach in the forthcoming year. Whole school intervention and the focus on Gifted and Talented students, with quarterly monitoring of all students learning outcomes, will be a feature.

Success maths 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.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	815	392	423	94%
2013	786	376	410	92%
2014	790	364	426	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 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 annually form

a Fair committee, led by the P&C, and raise over \$30 000 for contribution to targeted facilities 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	21	22
Year 4 – Year 7 Primary	25	25	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	11	21	9
Long Suspensions - 6 to 20 days	1	0	0
Exclusions <sup>#</sup>	1	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

### Curriculum offerings

#### Our distinctive curriculum offerings

Our distinctive curriculum offerings

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

\*Specialist Geography and History lessons to the middle years' classes

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

\*Academically Talented students were formally identified and offered extension programs sourced from within the school and beyond. Such opportunities included: online extension programs in critical thinking, maths and english, Sunshine Coast Maths Tournament and Voices on the Coast literary event

\* Three computer labs, smartboards, interactive data walls and ipads supported the integrated technology within the classrooms

\*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.

\*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

### **Extra curricula activities**

A wide range of extra-curricular activities were made available to students as part of the learning program. These 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

### **Extra curricula activities**

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

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

### **How Information and Communication Technologies are used to assist learning**

In 2014 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 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. Interactive wall data projectors were explored for daily teaching and will be purchased to expand the technology into every classroom in 2015. Smartboards were located in every Prep classroom and exploration into the expansion of this

program, or more advanced devices, is currently underway. Interactive large screen monitors were introduced into the Prep technology program and continue to be integrated into daily literacy and numeracy lessons. Teacher ipads were used in some classrooms and this resource will be expanded. A five year plan was completed, providing work guidelines and budget requirements; this plan includes a 50/50 subsidy scheme for wireless across the whole school and a plan to replace and renew existing technology, expanding to personal devices by 2017.

### 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 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 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 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>†</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	96%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	89%	90%	96%
their child feels safe at this school* (S2002)	100%	93%	96%
their child's learning needs are being met at this school* (S2003)	84%	90%	92%
their child is making good progress at this school* (S2004)	89%	97%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	93%	95%
teachers at this school motivate their child to learn* (S2007)	85%	93%	97%
teachers at this school treat students fairly* (S2008)	95%	100%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	97%
this school works with them to support their child's learning* (S2010)	100%	93%	95%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
this school takes parents' opinions seriously* (S2011)	95%	96%	92%
student behaviour is well managed at this school* (S2012)	95%	82%	85%
this school looks for ways to improve* (S2013)	100%	93%	97%
this school is well maintained* (S2014)	90%	93%	95%
Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	97%	100%
they like being at their school* (S2036)	97%	96%	95%
they feel safe at their school* (S2037)	98%	97%	98%
their teachers motivate them to learn* (S2038)	98%	96%	100%
their teachers expect them to do their best* (S2039)	99%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	99%	94%	97%
teachers treat students fairly at their school* (S2041)	92%	90%	94%
they can talk to their teachers about their concerns* (S2042)	95%	88%	90%
their school takes students' opinions seriously* (S2043)	88%	94%	91%
student behaviour is well managed at their school* (S2044)	89%	87%	87%
their school looks for ways to improve* (S2045)	97%	96%	98%
their school is well maintained* (S2046)	97%	95%	94%
their school gives them opportunities to do interesting things* (S2047)	97%	95%	93%
Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	100%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		93%	90%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		96%	98%
student behaviour is well managed at their school (S2074)		93%	88%
staff are well supported at their school (S2075)		95%	98%
their school takes staff opinions seriously (S2076)		89%	98%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		96%	100%
their school gives them opportunities to do interesting things (S2079)		93%	90%

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

# 'Agree' represents the 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. In 2014, 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 2014, to discuss school policy and procedures and to promote fundraising, school community and social events. In addition the P&C operate 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 2014.

### 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 expanded 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. Slow Food Noosa are currently exploring a partnership with the school through this project. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	174,392	2,210
2012-2013	190,700	1,708
2013-2014	195,077	1,975

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.

## Our staff profile

### Staff composition, including Indigenous staff

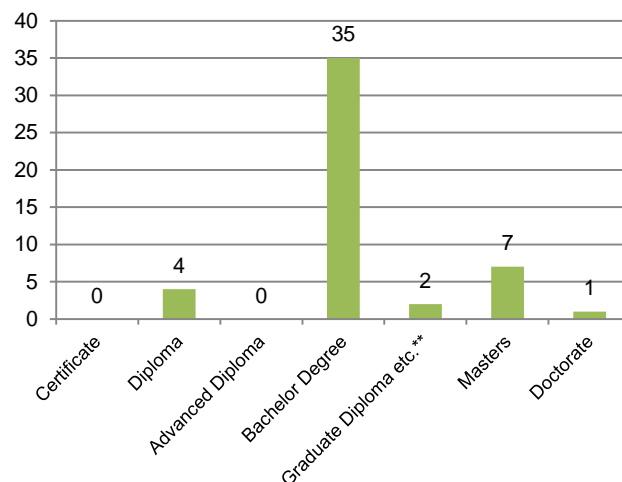
The 2014 Sunshine Beach staff comprised many experienced staff and a small number of beginning teachers. The school continued as a teacher training school and many student teachers worked alongside experienced staff members. The staff includes many teachers who have extensive international, regional, 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.



2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	49	26	<5
Full-time equivalents	46	17	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	2
Masters	7
Doctorate	1
<b>Total</b>	<b>49</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$92 496.

The major professional development initiatives are as follows:

\*Whole school numeracy coaching to develop consistent planning, teaching methodology, peer coaching and data monitoring

\*Co-Coaching – Leadership training in Growth Coaching Model

\*Whole staff training in Seven Steps to Successful Writing to develop a whole school focus on writing.

\*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 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

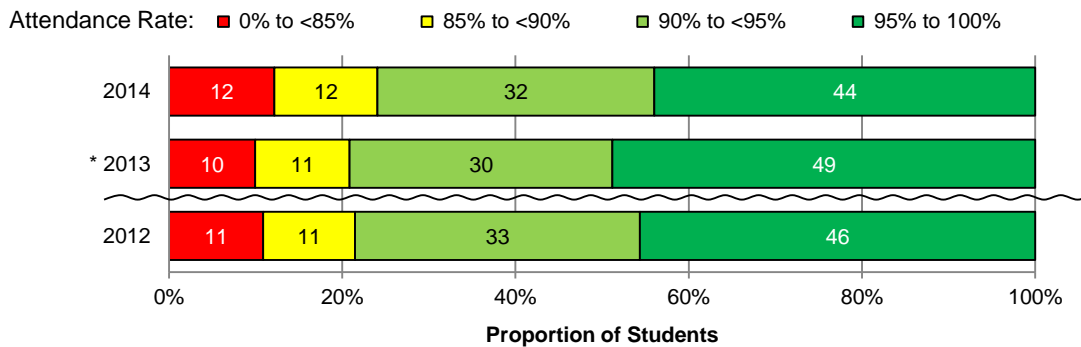
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	92%	94%	94%	93%	94%	93%					
2013	94%	93%	94%	94%	93%	94%	93%					
2014	90%	94%	93%	93%	93%	94%	94%					

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 after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

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.

### 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/>.

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**.

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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 2014 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.