

Sunshine Beach State School

Queensland State School Reporting

2015 School Annual Report



Postal address	David Low Way Sunshine Beach 4567
Phone	(07) 5474 6333
Fax	(07) 5474 6300
Email	principal@sunshinebeachss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Jenny Easey

Principal's foreword

Introduction

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

Throughout 2015, 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. The school's priority leaning areas of maths and spelling provided a platform to teach, monitor and track progress through a diagnostic approach to learning for all students. An Academic Talent Program was expanded 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. In 2015 a dedicated cultural centre was established with the assistance of a \$19 000 grant from Education Queensland International.

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

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.

2015 annual school surveys showed that parents were extremely happy with our school, with 98% of parents satisfied that their child is receiving a good education. Sunshine Beach operates with an open door policy and values the involvement of parents and volunteers. The engagement of parents as partners in education is very important at Sunshine and we continually look for ways to offer parents more opportunities to be involved in school life, whilst opening opportunities for families to see Sunshine Beach State School. One fine example of this is the refined Prep Transition Program expanded in 2015. This program offers opportunities for new families to be involved in school life for twelve months prior to beginning Prep.

School progress towards its goals in 2015

Throughout 2015 Sunshine Beach conducted a self-determined review in order to plan for the following four years of education. This plan was successfully signed off by the Assistant Regional Director in July. The new Strategic Plan sets high targets for student achievement and self-management over the next four years. The plan also strongly endorses Sunshine Beach's Glasser philosophy and continuing close ties with our parents and wider community.

The school has continued a strong focus on literacy and numeracy with results continuing to exceed national mean scores across most strands of Naplan. The school again committed over \$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 Gifted and Talented teacher to support extension programs. Through internal monitoring of student achievement, results showed excellent growth, particularly for our higher performing students.

Sunshine has continued to embed deep practice in all areas of literacy with the implementation of a whole school spelling program. Diagnostic assessment of student achievement continued to show excellent results as the program was rolled out from lower school to whole school, including parent education workshops. Results have continued to show strong improvement, particularly results for students in the upper two bands. A commitment has been made to model a reading program on this model into 2016/17.

In 2015, 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. Toward the end of 2015, a Number Fluency Program was developed to replace the Number Facts program. This will be rolled out through the school in 2016.

A science coach continued work across the school in 2015. 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 expanded to align the transition between home and school, and childcare centres and school. Work in local child care centres was a feature of this work. A 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 expansion of QParents. There were further opportunities to be involved in school life with the expansion of the Prep Transition Program and an enhanced open door policy between home and school.

Future outlook

The ongoing focus and drive toward a consistent, cohesive and strong curriculum in all areas of spelling, reading, numeracy and science is a key priority for Sunshine Beach in the forthcoming year.

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

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

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

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

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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	786	376	410	14	92%
2014	790	364	426	18	92%
2015	694	314	380	16	92%

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

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

In 2015, there were no students enrolled in a Pre-Prep program.*

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

Characteristics of the student body:

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

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

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	22	21
Year 4 – Year 7 Primary	25	27	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	21	9	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum delivery

Our approach to curriculum delivery

*A diagnostic approach to Literacy & Numeracy provided the major focus in every classroom.

* Science supported through a coaching program and advanced opportunities for engagement through quality year level units and extension activities and clubs.

*Italian offered from Prep to year 6. This language is transitioned into the local state high school.

*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: Crest Scholarship program at Sunshien Beach State High School, Sunshine Coast Maths Tournament, Maths Olympiad, Readers Cup and Voices on the Coast literary event

* Computer labs, smartboards, interactive data walls and ipads supported the integrated technology within the classrooms

*Wakakirri Story/Dance performance – 2015 award at regional level

*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. Students 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
- *Surfing
- *Senior and Junior Choir
- *Permaculture Garden
- *Representative Sports at District, Regional, State and Australian Levels
- *Touch Football Noosa Competition for both boys and girls
- *Rugby League for both boys and girls
- *Swimming
- *Water Polo

- *Clubs:
 - Master Mind
 - Chess
 - Drama
 - Robotics
 - Science
 - Dance
 - German language & culture
 - Chinese language & culture
 - Ukulele

Extra curricula activities

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

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

How Information and Communication Technologies are used to improve learning

Through the 2015 Quadrennial School Review, the Sunshine Beach State School technology committee continued to plan the procurement of digital devices and replacement schedule. A 5 year plan was developed and matched to a budget to encompass hardware purchase and replacement schedule, connectivity and professional development for staff . Plans were confirmed to replace the three smaller computer labs which students used to work online to complete projects and assignments with a designated lab of 60 computers for class instruction in 2016. In addition, classroom computers were replaced with newer hardware, whilst large touch screens were purchased for Prep. Interactive wall data projectors were explored for daily teaching and will continue to be purchased to expand the technology into every classroom in 2016. Smartboards were located in every Prep classroom and some lower and middle classes. Ipad sets purchased for use in some junior classrooms as a literacy resource will be continue to expanded into the future. The whole school was wireless networked through a 50/50 subsidy.

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

At Sunshine Beach State School we all, staff, learners, parents and carers take responsibility for making our school "A Good Place to Be". Feedback from the school community and learners indicate that this is the case. 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.

The parent satisfaction data below shows a very high approval of the school's operations, with 100% of parents surveyed happy that Sunshien Beach State School is a good school.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	96%	100%
this is a good school (S2035)	100%	98%	100%
their child likes being at this school (S2001)	90%	96%	100%
their child feels safe at this school (S2002)	93%	96%	95%
their child's learning needs are being met at this school (S2003)	90%	92%	98%
their child is making good progress at this school (S2004)	97%	94%	98%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	95%	100%
teachers at this school motivate their child to learn (S2007)	93%	97%	98%
teachers at this school treat students fairly (S2008)	100%	97%	100%
they can talk to their child's teachers about their concerns (S2009)	97%	97%	100%
this school works with them to support their child's learning (S2010)	93%	95%	100%
this school takes parents' opinions seriously (S2011)	96%	92%	96%
student behaviour is well managed at this school (S2012)	82%	85%	88%
this school looks for ways to improve (S2013)	93%	97%	96%
this school is well maintained (S2014)	93%	95%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	100%	94%
they like being at their school (S2036)	96%	95%	94%
they feel safe at their school (S2037)	97%	98%	95%
their teachers motivate them to learn (S2038)	96%	100%	91%
their teachers expect them to do their best (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	97%	92%
teachers treat students fairly at their school (S2041)	90%	94%	83%
they can talk to their teachers about their concerns (S2042)	88%	90%	83%
their school takes students' opinions seriously (S2043)	94%	91%	82%
student behaviour is well managed at their school (S2044)	87%	87%	75%
their school looks for ways to improve (S2045)	96%	98%	97%
their school is well maintained (S2046)	95%	94%	92%
their school gives them opportunities to do interesting things (S2047)	95%	93%	91%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	100%	98%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	93%	90%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	97%	96%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	96%	98%	100%
student behaviour is well managed at their school (S2074)	93%	88%	88%
staff are well supported at their school (S2075)	95%	98%	91%
their school takes staff opinions seriously (S2076)	89%	98%	93%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	96%	100%	98%
their school gives them opportunities to do interesting things (S2079)	93%	90%	90%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality

Parent and Community Engagement

Sunshine Beach operates with a friendly open door policy that ensures parents and carers are very welcome. On any given day, many volunteers and community members can be found working both in and outside of our classrooms. In 2015, 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 2015, 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 2015.

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	190,700	1,708
2013-2014	195,077	1,975
2014-2015	188,931	2,097

*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

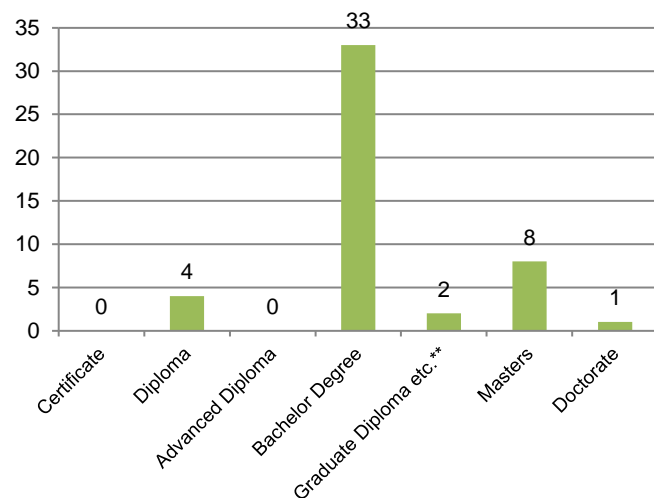
Staff composition, including Indigenous staff

The 2015 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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	24	<5
Full-time equivalents	42	16	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.**	2
Masters	8
Doctorate	1
Total	48



*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 2015 were \$64,730.00

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

*Spelling coaching

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

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	90%

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

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

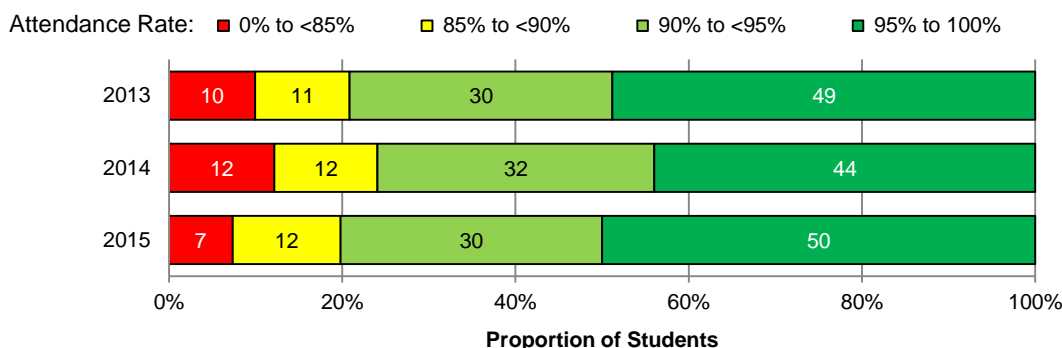
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	94%	93%	94%	94%	93%	94%	93%					
2014	93%	90%	94%	93%	93%	93%	94%	94%					
2015	94%	95%	92%	95%	93%	94%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

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

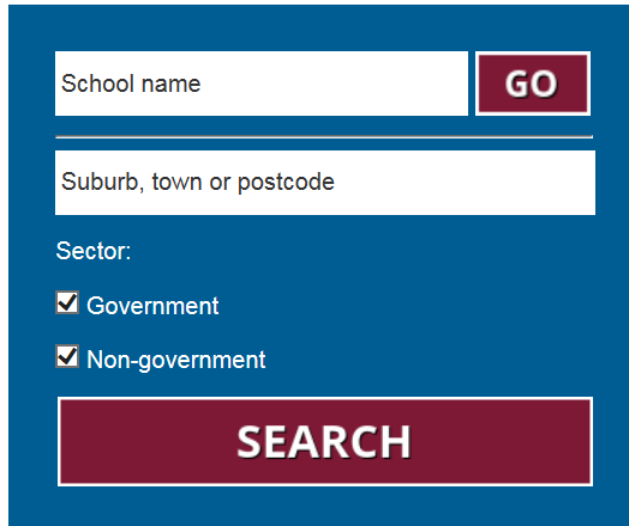
Non-attendance is managed at Sunshine Beach State School, in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

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.

Find a school

The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

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

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