



Sunbury State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Sunbury State School community recognises the need for change plus maintaining the strong traditions and values that are evident within our school. We are committed to quality participation and outcomes through continuous improvement. The school, in partnership with parents and the community, aims to continue the process of education already begun before children enter school. Each member of the school's community is encouraged to contribute to the development of a school climate where the value of working co-operatively is fostered. Students are helped to refine their social skills and to facilitate effective relationships whilst building leadership skills and self esteem. Students are given increasing levels of responsibility as they mature, teaching them to accept the consequences of their decisions and actions. This is nurtured by an experienced teaching staff and a supportive and co-operative parent community. Our school uses a range of assessment tools to ensure that we have accurate and up-to-date information about our individual students and class cohorts' academic progress. This data is used to develop effective curriculum programs and to inform teaching.

Principal's Foreword

Introduction

Welcome to the Annual School Report for Sunbury State School for 2016. Sunbury State School is a small band 7 school situated in the Maryborough township of the Wide Bay area. Our school has a current enrolment of 191 students. This report provides our school community with information relating to the key priorities and initiatives for the 2016 school year.

School Progress towards its goals in 2016

Successful Learners: Sunbury State School continues to implement the Australian Curriculum using key literacy and numeracy improvement strategies. There continues to be a whole school emphasis on providing focused and intensive teaching of reading using Daily Rapid Reading and Reading Links across the school. Sheena Cameron comprehension strategies underpin all reading across the school. Oral language & phonics practices continue to be a focus from Prep to year 2. Numeracy rich routines are embedded in daily math sessions which support *Curriculum into the Classroom* resources in the delivery of mathematics.

Great People: The active engagement of teachers in inter and intra-school moderation processes ensuring sound assessment practice to accurately reflect the Australian Curriculum. Collegial engagement coaching and feedback processes have been refined and are now being implemented to support teacher quality of reading across the school.

Engaged Partners: Sunbury State School continues to promote parent participation in school events and provides opportunities for families to observe student learning and celebrate student achievement. Sunbury's playgroup and pre-prep Koala's programs are strongly supported by the Sunbury community. Multiple communication channels are used to communicate with parents e.g. Facebook, email, telephone, website, weekly assemblies, street sign, noticeboard and newsletter.

High Standards: Whole school trends continue to inform Sunbury State School's explicit improvement agenda; reading. The whole school improvement agenda continues to be shared with the school community and overtly and rigorously enacted. The 2016 Sunbury State School Action Plan continues to be embedded in ongoing actions within the classrooms and school setting. School Opinion survey data is analysed to identify trends to inform future priority areas.

Future Outlook

Sunbury State School Key Priorities for 2017: Reading & Numeracy	
Successful learners	<ul style="list-style-type: none"> • Provide challenging learning opportunities for students to demonstrate their potential through quality opportunities in reading & numeracy settings. • Prioritise Investing for Success funding to support Daily Rapid Reading program (Prep letters, sounds, sight words, years 1-3 Reading Links & Daily Rapid Reading, years 4-6 Modified Reading Links & Daily Rapid Reading) • Incorporate consistent decoding skills and Sheena Cameron reading comprehension strategies across all Key Learning Areas, including mathematics • Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention • Implement, monitor and review attendance and attainment strategies for continuous improvement
School Performance	<ul style="list-style-type: none"> • Collect and triangulate Reading data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share triangulation with whole staff. • Analyse data at an individual and cohort level to monitor performance and inform practice through teacher data/planning meetings
Building Leadership Capacity	<ul style="list-style-type: none"> • Seek regional support services to lead local school cluster focus on developing quality reading & numeracy practices • Analyse and Share collated school data-sets (reading data, A-E achievements, NAPLAN, number diagnostics) • Explore cohort data through data conversations with leadership team • Monitor current reading & numeracy pedagogy and framework • Promote awareness of the reading improvement agenda to the broader school community
Building Teacher Capacity	<ul style="list-style-type: none"> • Access Regional support to create and provide opportunities for professional learning within the Australian curriculum around reading & numeracy • Implement focussed Professional Learning Communities on implementing a Balanced Reading Program (includes Gradual Release Model) • Through the Professional Learning Communities embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent; Sheena Cameron) • Support teachers understanding of Data Literacy (Assessment of learning, for learning and as learning) in order to monitor and track reading & numeracy improvement • Use peer observation, feedback, differentiating coaching and learning communities to sharpen consistency of teaching practice • Timetable regular meetings with Principal to provide professional learning on the use and purpose of data with a clear focus on reading in order to analyse data and address strengths and weaknesses that are occurring within each cohort to differentiate teaching and inform the teaching and learning program aligned to the curriculum. • Provide opportunities for teachers to engage with moderation within and across schools for Summative Assessment of Reading (A-E Data) to create consistency of A-E Data
Local Decision Making	<ul style="list-style-type: none"> • Communicate reading improvement of students to parents through individualised reading goals • Celebrate reading & numeracy progress within the wider community through newsletters and parade • Celebrate expert teaching team and the reading & numeracy progress through scheduled meetings for the sole purpose of recognising individual cohort improvement

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	295	152	143	43	91%
2015*	231	113	118	35	90%
2016	196	98	98	23	83%

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 2016, 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

Overview

One of Sunbury's strengths is our diversity. Approximately 16% of our students identify as Indigenous. A number of students require learning support and we have an excellent special education program which supports our students with disability. All teachers differentiate their programs of instruction to cater for the full range of learners in the class ranging from remediation to extension. Whilst our student enrolment from 2015 to 2016 is declining, high levels of retention continues to be a feature. Our school is considered to be a school providing high quality education in a low socioeconomic community.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	22	21
Year 4 – Year 7	28	26	24
Year 8 – Year 10			
Year 11 – Year 12			

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Sunbury State School delivers the Australian Curriculum from Prep to Year 6, inclusive of a pre-Prep early learning program. Playgroup is also offered one morning per week. Teachers adopted and adapted Curriculum into Classroom resources to cater for individual teaching and learning needs. Sunbury State School has access to specialist support staff including Physical Education, Music, LOTE (Japanese), Learning Support, and Students with Disabilities teachers in addition to access for Speech Therapist and Guidance Officer expertise. Curriculum at Sunbury is inclusive of English, Maths, Science, History and Geography, Technology, The Arts, Health & Physical Education and LOTE. Furthermore, Sunbury had two multi-age classes in 2016 and enacts a differentiated approach to curriculum delivery across the whole school. Assessment is both diagnostic and summative to inform teaching and learning programs.



Co-curricular Activities

We strive to provide students with the opportunity to engage in a range of interesting and vibrant learning and leisure activities which broaden their experience base:

- Premier's Reading Challenge
- Rewards based, whole school home reading program
- Comprehensive instrumental music program including strings, brass and woodwind for students in year three and beyond. The bands and choir participate in local, community and competitive performances across the year.
- Students in years 5 & 6 engage in an interschool sports program in terms one and four
- Transition programs with local state high schools including student leadership support
- Annual Maryborough Technology Challenge
- School leadership and environmental camps
- Our end of year Gala performance, held at the Brolga Theatre, showcases student's performing arts talents
- A strong school presence at community events such as the ANZAC Day march and Reconciliation ceremonies

How Information and Communication Technologies are used to Assist Learning

Technology involves the design and production of innovative and creative products to meet the needs and wants of others. It is a broad field of study that draws on a range of subjects including home economics, manufacturing, engineering, manual arts, aerospace, graphics and information processing and technology. At Sunbury State School, students explore technology through hands-on activities and a wide variety of ICTs. Each class is equipped with an electronic white board and has access to class sets of laptops. We also have a fully functional technology lab which is continuously booked by all classes.

Social Climate

Overview

A significant component of our school's work is to ensure that our students understand and demonstrate appropriate social behaviours. We provide a balance of a caring, safe and well-disciplined environment which is supported by the Sunbury State School Responsible Behaviour Plan for Students. We celebrate appropriate matrix expectations through positive behaviour rewards afternoons as well as positive behaviour awards on weekly assemblies. Weekly staff meetings assist in promoting consistency of expectations for student behaviour across the school. We are fortunate to have an active Chaplaincy program at the school are happy to report that in 2016, we once again secured our Chappy for 2 days per week. The Chaplaincy program is strongly valued by staff, community and students, and provides another option to support student growth and learning.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	95%
this is a good school (S2035)	94%	100%	84%
their child likes being at this school* (S2001)	94%	100%	95%
their child feels safe at this school* (S2002)	94%	100%	95%
their child's learning needs are being met at this school* (S2003)	88%	100%	89%
their child is making good progress at this school* (S2004)	88%	100%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	94%
teachers at this school motivate their child to learn* (S2007)	88%	100%	95%
teachers at this school treat students fairly* (S2008)	94%	100%	79%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	100%	83%
this school takes parents' opinions seriously* (S2011)	94%	100%	65%
student behaviour is well managed at this school* (S2012)	88%	100%	67%
this school looks for ways to improve* (S2013)	88%	100%	67%
this school is well maintained* (S2014)	94%	100%	84%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	94%	93%
they like being at their school* (S2036)	86%	96%	94%
they feel safe at their school* (S2037)	91%	92%	97%
their teachers motivate them to learn* (S2038)	96%	92%	99%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	92%	94%
teachers treat students fairly at their school* (S2041)	88%	92%	87%
they can talk to their teachers about their concerns* (S2042)	92%	85%	91%
their school takes students' opinions seriously* (S2043)	84%	88%	82%
student behaviour is well managed at their school* (S2044)	78%	85%	71%
their school looks for ways to improve* (S2045)	95%	92%	98%
their school is well maintained* (S2046)	91%	94%	96%
their school gives them opportunities to do interesting things* (S2047)	94%	89%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	84%	92%	96%
they feel that their school is a safe place in which to work (S2070)	92%	88%	96%
they receive useful feedback about their work at their school (S2071)	84%	75%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	90%	100%
students are treated fairly at their school (S2073)	84%	81%	87%
student behaviour is well managed at their school (S2074)	76%	76%	75%
staff are well supported at their school (S2075)	76%	71%	71%
their school takes staff opinions seriously (S2076)	74%	67%	61%
their school looks for ways to improve (S2077)	96%	88%	83%
their school is well maintained (S2078)	96%	100%	100%
their school gives them opportunities to do interesting things (S2079)	88%	86%	82%

* Nationally agreed student and parent/caregiver items

'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

Parents and families are integral members of the school community and partners in education. Involvement in class, assemblies, sports days, excursions, & special days are highly valued. Parents are invited to P&C meetings to foster parent involvement in a variety of ways within the school. A fortnightly newsletter as well as Facebook provides further information regarding current events at Sunbury. Parent/teacher meetings are offered to discuss individual student academic progress. Throughout 2016 we continued our pre-Prep program held two mornings each week. Feedback from this program suggests improved transitions to Prep & increased knowledge and understanding by parents of current educational practices. We also continued our weekly playgroup. Furthermore Sunbury's special education teachers work together with classroom teachers in consultation with families to ensure adjustments are made to assist identified students with diverse needs to access and participate fully at school.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Sunbury's Responsible Behaviour Plan for Students provides further elaborations supportive of respectful relationships. *Respect, responsibility, safety, and effort* are Sunbury State School's core values that underpin all positive behavior expectations. Students participate in the annual Day for Daniel program to help them learn the key messages of recognize, react and report when they, or others feel unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	48	39	22
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.

Environmental Footprint

Reducing the school's environmental footprint

Although Sunbury State School has access to town water staff, students and parents are very conscious of conservation. Water tanks and solar panels have been installed prior to 2016 to assist in reducing the environmental footprint of the school. Each year one of our senior leadership positions for students is dedicated to the environment. Further environmental strategies are as follows:

- Class bins for fruit and vegetable scraps. These scraps are used for chooks or home composting
- "Recycle Here" bins are in classrooms to encourage children and staff to think about what can be recycled and what has to be put into the rubbish bins.
- Staff and students are encouraged to use both sides of each piece of paper used at the school
- Staff are encouraged to be environmentally conscious when photocopying – use both sides of each sheet, where possible, reduce the size and double the amount on each page
- Printer cartridges and old phones are collected for recycling.
- Reduced our reliance on non-renewable energy sources by:
 - Having a total of 8KW solar energy system;
 - Turning lights and fans off when not used;
 - Installing more environmentally friendly light tubes.
- Reduced our reliance on town water supply by:
 - Using water tanks for flushing toilets and grounds irrigation.
 - Using water saving cisterns to each toilet

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	57,814	801
2014-2015	61,791	498
2015-2016	63,409	348

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

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Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	19	18	<5
Full-time Equivalents	17	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	2
Bachelor degree	16
Diploma	1
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$11, 309.

The major professional development initiatives are as follows:

- Daily Rapid Reading regional coaching and feedback
- Reading Links regional coaching and feedback
- School Improvement Unit support
- Regional English and Maths workshops
- Maryborough collegial school visits
- Finance Training
- First Aid training
- Special education conferences
- Principal conferences & mandatory training
- HR recruitment and selection participation

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	94%	96%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	91%	87%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

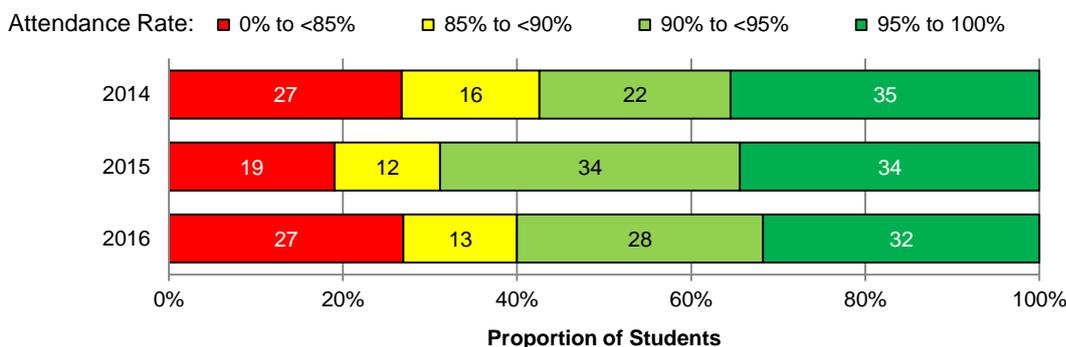
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	91%	91%	87%	90%	91%	87%	89%					
2015	89%	87%	92%	92%	89%	91%	92%						
2016	90%	88%	88%	89%	91%	91%	90%						

*Attendance rates effectively count 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.

Families are required to contact the school in writing or by phone to report a child's absence. If a child is absent for three or more consecutive days, then a member of the administrative team contacts the family. Letters are sent home to families where there have been any unexplained absences. Absence data is included in student report cards, and where the school is concerned about high rates of absenteeism, a letter is included with the report. Education Queensland policies are stringently followed to ensure that parents understand and adhere to their responsibility of ensuring that their child attends school regularly. We use our Facebook page and newsletter to promote our expectations and to inform families of their legal obligations.

NAPLAN

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.

Where it states '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.

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