



Sunbury State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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.

School progress towards its goals in 2018

Sunbury State School's 2018 Annual Implementation Plan (AIP) core priorities are Reading, Numeracy, and Closing the Gap (between attendance and outcomes of indigenous and non-indigenous students).

The whole school goal for these core priorities is for over 75% of students achieving a C standard or higher in English and Numeracy, as evidenced in Sunbury's School Data Profile. A further aspirational goal of 100% of students reading at or above their age and/or year level peers was targetted.

Progress made towards achieving these goals is ongoing, and Investing for Success funding supports reading improvement school-wide. The expectation is that further reading and numeracy improvement will occur with the school actioning recommendations from its March 2019 Priority Support Review.

Future outlook

Improvement Strategies	Actions to address improvement strategy	Timelines	Goals
<p>Domain 1: An explicit improvement agenda. Review and revise the EIA and reading framework, including a process to systematically monitor program implementation and effectiveness, in conjunction with data, to evaluate overall impact and investment.</p>	<ul style="list-style-type: none"> Review & Revise Sunbury's Reading Framework Implementation of collegial engagement to systematically monitor reading program implementation and effectiveness, incorporating Gradual Release Model Teacher analysis of data to inform teaching 	Term One 2020	<ul style="list-style-type: none"> Consistency in delivery of research based whole school balanced reading practices Each year level increasing by 10% the percentage of students improving and reaching their expected reading levels, by the end of term 3, then continuing to show improvement by end Sem One 2020. Aim is for 75% of students school-wide to be reading at their expected level termly. Students below this standard are receiving the necessary support to enable improvement.
<p>Domain 3: A culture that promotes learning. Collaboratively develop and collectively implement a staff wellbeing framework, addressing individual and group wellbeing, staff morale and teamwork.</p>	<ul style="list-style-type: none"> Develop consistency with student behaviour management Improve staff communication within the school Foster staff teamwork and supportive school environment 	Term One 2020	<ul style="list-style-type: none"> School Opinion Survey improvement of positive staff morale from 2018 to 80% or above in 2019. Supporting the 12 month goal will be specific staff wellbeing improvement measures to show improvement within current strategies in place.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	196	194	211
Girls	98	92	99
Boys	98	102	112
Indigenous	23	24	39
Enrolment continuity (Feb. – Nov.)	83%	85%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

One of Sunbury's strengths is our diversity. Approximately 21% 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 2017 to 2018 remains stable, high levels of transience 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	21	23
Year 4 – Year 6	24	21	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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, Mathematics, Science, Humanities & Social Sciences, Technologies, The Arts, Health & Physical Education and LOTE. Furthermore, Sunbury had several multi-age classes in 2018 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
- 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 programs 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 performance, showcases students' 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 regularly 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 behaviour 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 2018, 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	87%	86%
• this is a good school (S2035)	84%	80%	76%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child likes being at this school* (S2001)	95%	87%	90%
• their child feels safe at this school* (S2002)	95%	80%	95%
• their child's learning needs are being met at this school* (S2003)	89%	87%	86%
• their child is making good progress at this school* (S2004)	89%	93%	81%
• teachers at this school expect their child to do his or her best* (S2005)	100%	93%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	80%	81%
• teachers at this school motivate their child to learn* (S2007)	95%	87%	95%
• teachers at this school treat students fairly* (S2008)	79%	93%	85%
• they can talk to their child's teachers about their concerns* (S2009)	100%	93%	90%
• this school works with them to support their child's learning* (S2010)	83%	93%	76%
• this school takes parents' opinions seriously* (S2011)	65%	80%	71%
• student behaviour is well managed at this school* (S2012)	67%	60%	57%
• this school looks for ways to improve* (S2013)	67%	73%	75%
• this school is well maintained* (S2014)	84%	80%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	90%	91%
• they like being at their school* (S2036)	94%	86%	86%
• they feel safe at their school* (S2037)	97%	85%	92%
• their teachers motivate them to learn* (S2038)	99%	91%	95%
• their teachers expect them to do their best* (S2039)	99%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	89%	89%
• teachers treat students fairly at their school* (S2041)	87%	83%	70%
• they can talk to their teachers about their concerns* (S2042)	91%	86%	82%
• their school takes students' opinions seriously* (S2043)	82%	81%	83%
• student behaviour is well managed at their school* (S2044)	71%	75%	79%
• their school looks for ways to improve* (S2045)	98%	86%	91%
• their school is well maintained* (S2046)	96%	78%	87%
• their school gives them opportunities to do interesting things* (S2047)	91%	89%	84%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	84%	88%
• they feel that their school is a safe place in which to work (S2070)	96%	76%	80%
• they receive useful feedback about their work at their school (S2071)	71%	76%	60%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	75%	100%
• students are encouraged to do their best at their school (S2072)	100%	88%	92%
• students are treated fairly at their school (S2073)	87%	63%	58%
• student behaviour is well managed at their school (S2074)	75%	54%	32%
• staff are well supported at their school (S2075)	71%	60%	44%
• their school takes staff opinions seriously (S2076)	61%	68%	40%
• their school looks for ways to improve (S2077)	83%	72%	52%
• their school is well maintained (S2078)	100%	84%	84%
• their school gives them opportunities to do interesting things (S2079)	82%	79%	65%

* 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 2018 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 education programs

Sunbury State School values personal safety and awareness, including identifying and responding to abuse and violence. Staff are vigilant with student protection processes and are aware of the importance of the prevention and timely response to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	22	36	50
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 2018 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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	63,409	58,127	59,705
Water (kL)	348	636	398

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

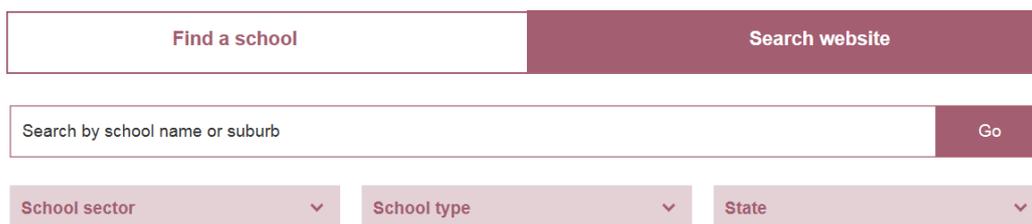
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	16	16	<5
Full-time equivalents	14	10	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	2
Bachelor degree	14
Diploma	
Certificate	

*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 2018 were \$30,524.39.

The major professional development initiatives are as follows:

- Daily Rapid Reading & Reading Links training
- Regional English and Maths workshops
- Student behaviour management professional development
- Maryborough collegial school visits
- Finance & HR Training
- First Aid training
- Cleaners training
- Special education leadership conference & professional development
- Principal conferences & mandatory training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	93%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	89%	90%
Attendance rate for Indigenous** students at this school	87%	84%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	90%	89%	93%
Year 1	88%	93%	90%
Year 2	88%	88%	91%
Year 3	89%	89%	90%
Year 4	91%	87%	94%
Year 5	91%	90%	85%
Year 6	90%	89%	87%

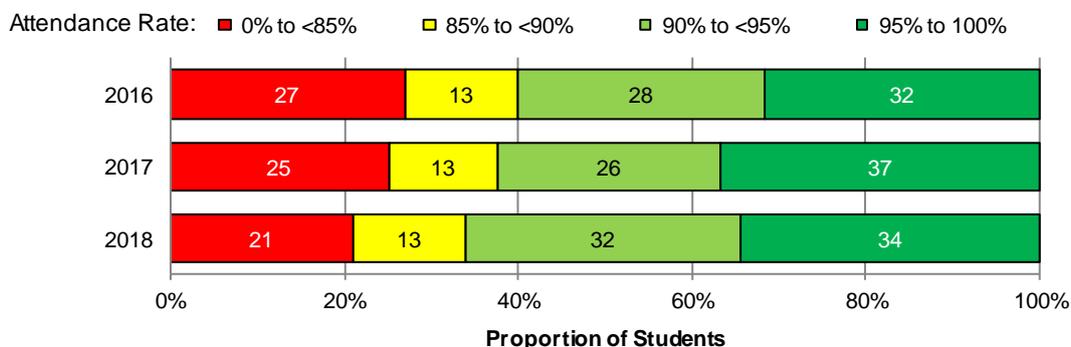
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

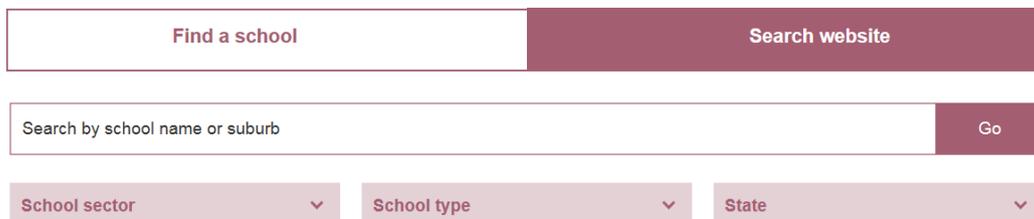
Families are required to contact the school in writing or by phone to report a child's absence. The school uses an automatic text messaging system to assist in monitoring student absences. If a child is absent for three or more consecutive days, then a member of the administrative team contacts the family. 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.