



Sunset State School

ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's
future.*

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School Overview

Sunset State School has been proudly serving the community of Mount Isa since 1968. Our teachers plan and deliver a quality teaching and learning experience that is innovative, challenging and focussed on developing essential literacy and numeracy skills. Sunset School delivers a personalised learning experience for every child. Teachers and students negotiate learning goals that are based on where students are currently at with their learning and where they want to be. These goals enable students to experience a heightened sense of ownership over their own education. Attainment of goals is continually celebrated at an individual, class and whole school level creating a culture in which students aim high and to be proud. The delivery of educational outcomes is the core of all that we do our students are also provided with a wide variety of extra-curricular opportunities including community events, choir, instrumental music, Active Afterschool programs and an extensive sports program. Parent participation is actively encouraged and our Parents and Citizens Committee work s in close partnership with our school to make essential decisions on the priorities and direction of our school.

Principal's Foreword

Introduction

Introduction

Sunset State School is one of North Queensland's most successful schools based on attendance, participation in learning and assessment and parental support and involvement. This report outlines our story of success, what we stand for, how we teach and learn, how we support each other in building our community team and how we judge and celebrate our achievements. We are 5 years in to a 6 year renewal process, well on the way to the task we set ourselves of building Queensland's best primary school.

School progress towards its goals in 2016

We set out to address the 6 key improvement strategies from the School Improvement Review in 2015 taking into account the State School Strategy, School Improvement Tool, Quality Teaching and Learning

- **Reading** – all students in prep, year 1 and year 2 achieving regional reading targets (determined from regression analysis data). This will be achieved through:
 - Intensive Intervention in Prep during term 1 to develop foundation reading skills (Building Blocks to Literacy Framework)
 - Explicit teaching of reading strategies in years 1 to 6 with a focus on the EALD learner
 - Explicit teaching of comprehension strategies in Prep to Year 2 (4H) and Years 3 to 6 (Question-Answer-Relationship)
 - Use of 4 Lesson Sequence, book orientation
 - Aligning 3 cueing systems with Australian Curriculum reading content descriptors.
- **Writing**
 - Continued implementation of 7 Steps to Writing Success in years 1 to 6
 - Daily purposeful writing
- **Attendance**
 - Continue focus on achieving a minimum 90% attendance rate across the school
 - Continue to acknowledge and reward students who maintain 90-100% attendance.

Future Outlook

Reading

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Specific Headline indicators:

- 75% of students obtain a 'C' or better on their report card for English, Maths and Science.
- 90% rating of satisfactory for all survey items from Staff, parents and students.
- Raise the Year 3 and 5 NAPLAN indicators in all strands to National Minimum Standard (NMS)
- Reading Target – by the end of 2016 all Prep students are reading at or above PM benchmark 8, all Year 1 students are reading at or above PM benchmark 16 and all Year 2 students are reading at or above PM Benchmark 20

Collaborative Action

Shift the role of participants from lead knower to lead learner. Everyone is a co-learner.

Listen to each other in order to foster distributive leadership throughout all CI processes.

Acknowledge how roles, hierarchy and personal biases affect CI processes.

Apply an asset stance to all learners and partners.

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	275	125	150	207	75%
2015*	257	121	136	204	76%
2016	253	119	134	195	78%

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

Our school is a Low SES school and our catchment is considerably disadvantaged. We have approximately 81% indigenous children, but regardless our resources are for all. Education at our school is completely free: parents and caregivers pay for nothing as part of our charter to make our world class teaching standard available to all. We wear our school uniform proudly and assist families, if necessary, with any genuine need they have to overcome disadvantage. We operate a school bus for families who genuinely need transport assistance, we have a laundry and clothing store and operate a breakfast program: all free of charge to parents. Generally speaking, many of our children identify as EALD, having no real exposure to Standard Australian English until they enrol in our Prep. That is why our Prep is a language rich environment with an adult/child ratio of no more than 1 to 12. Our Prep groups of no more than 20 students enjoy a full time teacher and a full time teacher aide to provide an intensive, enjoyable and productive exposure to English in their early years.

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	19	21	21
Year 4 – Year 7	20	24	19

*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

Every child in our school enjoys a double, air-conditioned teaching space and the real difference between us and other schools is that our classes enjoy full time teacher aide support specifically aimed at Reading Comprehension and Number work intervention. The performance of every child in our school is shared across the school and we believe that when a single child achieves, we all achieve and similarly when any child underachieves in any field we share the obligation as a community to grow and improve that child. During 2016, 2 brand new initiatives continued in our school. Our school Wide Positive Behaviour Support program is fully embedded and operational. This has resulted in a much lower rate of behavioural incident across our school with behaviours such as bullying virtually eliminated. Likewise, the learning environment is calmer, more relaxed and more focused than ever.

Co-curricular Activities: Sunset Tigers Sports Club.

The Sunset Tigers was born out of a need to provide a number of services to Sunset Students and anyone else who wanted to join the club. Our club assists children to

- Build self- esteem and establish a winning culture
- Overcome poverty as a barrier to sports participation
- Engage, especially those at risk of disengaging from school, through rugby league, particularly during out of school hours and at weekends
- Raise standards and expectations of club members to a continual standard of excellence

How Information and Communication Technologies are used to Assist Learning

In 2015, Sunset State School appointed a Communication and Technologies Officer to action the

- Teaching of the Australian Curriculum in the field of Information technologies
- Maintenance and repair of school hard and soft ware
- School requirement of
 1. 6 fully operational computers in each classroom
 2. Desktop lab in the Library classroom
 3. Distribution of the XO computer stock to Prep
- Provision of in class teaching support for classroom teachers and aides
- Management of a technologies budget
- Improvement of the staff opinion survey percentage re: technologies to 95%+

This position continues today.

Social Climate

Overview: Parent and Community Engagement

We have a full Leadership team, reporting to the Principal, dedicated to encouraging parental involvement in our school. Initiatives implemented so far include. Full scale community breakfasts twice per term, Family sausage sizzles weekly, Parent nights at school twice per term, Working home visit team through our Indigenous Education Worker which includes the Principal and the classroom teacher, Regular, positive phone calls home to share student successes with parents, Regular newspaper articles informing the community of our successes. Many of our parents visit their child's classroom on a daily basis and join in classroom activities. We encourage and celebrate this with the Principal engaging many parents with school success stories on a daily basis. The Principal greets parents and students as they arrive and leave the school as much as possible and spends much of his morning time visiting classrooms and spending plenty of time with children. Our successful community engagement strategies are based upon

- Consultation between Leadership Team and Aboriginal Elders and staff in a 'yarning' sessions and gain feedback and input on our improvement agendas – attendance and reading – and ways to engage our Aboriginal and Islander community and embed these perspectives in our school
- Seeking feedback from P & C and gain input into our improvement agendas – attendance and reading.
- Establishing parent reading mornings twice a term (8:30-9:00) followed by a morning tea.
- Providing parent training/information session about reading
- Implementing the use of technology: establishment of a second computer lab in the lower school.
- Inviting Guest readers eg: mayor, footy players, principal, senior school
- Conducting parent teacher meetings in terms 1 and 3
- Placing articles of interest in the newspaper
- Establishing allocated day for parents and families to come into the classroom – “showcase”
- Continuing regular playgroup sessions combined with a reading focus based on the Abecedarian Approach run by the IEW

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)	DW	100%	78%
this is a good school (S2035)	DW	100%	89%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	89%
their child's learning needs are being met at this school* (S2003)	DW	100%	67%
their child is making good progress at this school* (S2004)	DW	100%	78%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	78%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	63%
teachers at this school motivate their child to learn* (S2007)	DW	100%	78%
teachers at this school treat students fairly* (S2008)	DW	100%	78%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	78%
this school works with them to support their child's learning* (S2010)	DW	DW	56%
this school takes parents' opinions seriously* (S2011)	DW	100%	67%
student behaviour is well managed at this school* (S2012)	DW	100%	78%
this school looks for ways to improve* (S2013)	DW	100%	78%
this school is well maintained* (S2014)	DW	100%	78%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	96%	94%
they like being at their school* (S2036)	84%	95%	78%
they feel safe at their school* (S2037)	75%	93%	89%
their teachers motivate them to learn* (S2038)	90%	96%	100%
their teachers expect them to do their best* (S2039)	92%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	85%	100%
teachers treat students fairly at their school* (S2041)	83%	93%	89%
they can talk to their teachers about their concerns* (S2042)	76%	87%	89%
their school takes students' opinions seriously* (S2043)	76%	87%	82%
student behaviour is well managed at their school* (S2044)	59%	77%	78%
their school looks for ways to improve* (S2045)	92%	96%	94%
their school is well maintained* (S2046)	86%	98%	89%
their school gives them opportunities to do interesting things* (S2047)	87%	96%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	76%	96%
they feel that their school is a safe place in which to work (S2070)	90%	100%	87%
they receive useful feedback about their work at their school (S2071)	83%	50%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	90%
students are encouraged to do their best at their school (S2072)	97%	95%	95%
students are treated fairly at their school (S2073)	83%	86%	91%
student behaviour is well managed at their school (S2074)	72%	95%	91%
staff are well supported at their school (S2075)	72%	45%	77%
their school takes staff opinions seriously (S2076)	69%	59%	77%
their school looks for ways to improve (S2077)	93%	81%	82%
their school is well maintained (S2078)	97%	86%	91%
their school gives them opportunities to do interesting things (S2079)	83%	86%	78%

* 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.

Respectful relationships programs

The "Play Is the Way" program is at the heart of our Respectful Relationships program

Play Is The Way Language

Strong/Weak Helpful/Unhelpful Necessary/Unnecessary Caring/Uncaring Cruel/Kind Friendly/Unfriendly

Considerate/Inconsiderate

Respectful /Disrespectful

Honest/Dishonest

Important/Unimportant

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



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	92	43	36
Long Suspensions – 6 to 20 days	10	0	1
Exclusions	2	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Our electricity usage has remained steady with the major costs being associated with air-conditioning in summer where temperatures can reach up to 46 degrees: hotter in some places in our school.

Our school does not have a bore so in times of drought such as through 2016 we must use additional water to keep our playing surfaces sufficiently grassed.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	222,344	8,064
2014-2015	221,800	8,636
2015-2016	212,773	12,826

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

Sector:

Government

Non-government

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	24	19	<5
Full-time Equivalents	23	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	23
Diploma	0
Certificate	1

*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 \$25000

The major professional development initiatives are as follows:

- Learning to implement the Gradual Release of Responsibility teaching model.
- Teaching Reading
- Analysing data.
- Managing Classroom behaviour: SWPBS, and the Essential Classroom skills.
- The work of John Hattie and Visible Learning initiatives.

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.	97%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 80% 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).	83%	83%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	81%	81%

*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	83%	83%	81%	83%	83%	80%	87%	81%					
2015	79%	83%	84%	83%	86%	85%	84%						
2016	84%	81%	82%	84%	84%	87%	84%						

*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.

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.

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.

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Non-government

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.
