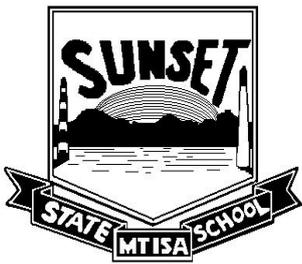


Sunset State School (0965)

Queensland State School Reporting

2012 School Annual Report



Postal address	PO Box 1098 Mount Isa 4825
Phone	(07) 4437 3444
Fax	(07) 4743 7401
Email	the.principal@sunsetss.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	Mr Bryon Burke: Principal

Principal's foreword

Introduction

Sunset State School was North Queensland's most improved state primary school in terms of 2011 NAPLAN results. 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've only just begun, as at the start of our journey, we set ourselves the task of building Queensland's best primary school.

School progress towards its goals in 2012

We set ourselves the following goals for 2012

1. Reduce unexplained absence to less than 10%. Currently our unexplained absence rate is approximately 6%.
2. Lift our actual attendance rate above 85%. Currently our actual attendance rate sits at 85%.
3. Lift our NAPLAN test scores across the board by one indicator level for all strands. In 2012 we came back slightly from our 2011 performance but numerous steps have already been taken to ensure this never happens again.

Future outlook

1. Increase net attendance rates across the school to 90%+
2. Lift our NAPLAN test scores
3. Increase community involvement in our school

Our school at a glance

School Profile

- **Coeducational or single sex:** Coeducational
- **Year levels offered in 2012:** Prep - Year 7
- **Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	314	156	158	83%
2011	313	148	165	80%
2012	298	137	161	79%

- Our school is a National Partnership/Low SES school and our catchment is considerably disadvantaged. We have approximately 77% 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 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 ESL, 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 18 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

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	23
Year 4 – Year 10	28	25	26
Year 11 – Year 12			

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	19	27	41
Long Suspensions - 6 to 20 days	5	7	7
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Curriculum offerings: Our distinctive curriculum offerings

Our Gifted and Talented program runs across the school and is dedicated to higher order thinking in children. The current team researched, designed, ordered, purchased and installed all that was needed for our community garden project from start to finish. Their next project is to investigate and implement a plan of action to reduce our school's consumption of natural resources by 20% including electricity and water and to promote less energy consumption to our community through initiatives such as "walk don't get driven" to school.

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.

Our school has a Positive Learning Centre headed by our Learning Support team. The targets here are children who don't necessarily get the most from 6 hours of schooling every day in a classroom: this group designs, researches, acquires and implements alternate learning opportunities such as home economics, cooking, shopping, money handling and working with animals.

At the end of 2012, 2 brand new initiatives, firsts in Queensland were introduced into our school. Our Positive Learning Unit is up and running, enjoying incredible success. This unit is designed to engage primary students in school who simply are not attending any school. It is staffed by a senior teacher and indigenous teacher aide and caters for a maximum of 12 students all of whom were disengaged from any sort of formal schooling. This unit has developed to the point where it enjoys some of the best attendance data in our school and region. The second is the employment of Youth Engagement Officers: 2 young people whose job it is to seek out those children not enrolled at any school, primary or secondary, and introduce them back to one of our school environments, hopefully to get them re-enrolled and back on the path of a decent education.

The bonus in all of this is the dramatic improvement we have seen in the normal classroom environments where we now have almost no interference to our stated objective of uninterrupted teaching and learning. The details of these initiatives can be found below in our foundation document.

The partnership between the Sunset PLU and the Youth Engagement Officers

Our job as a community school is to provide opportunity for not only those children from within the school but also those currently outside the learning circle. To do this they must first **want** to attend and our job further, is to offer attractive alternatives to substance abuse, truancy and the general waste of important human capital. In many cases we are their only chance.

Our Positive Learning Unit is set from the front, is meant to be proactive in explicitly teaching good choices and has been in the making for over 12 months.

It has been designed to

- Assist children currently not attending school in their choice to engage in and actively contribute to their own well being
- Demonstrate examples of positive life choices and increase life chances
- Build competency in Numeracy/Literacy for increased life chances
- Teach the principle of respect for culture
- Value add to children so they make positive contribution to every day, especially through the arts and sport
- Re-instill the concepts of positive self esteem and a renewed sense of self worth in children.
- Increase the chances of quality teaching and learning for all students outside the PLU
- Entrench the relationship between Youth engagement officers, community elders and school based IEWs

THE SUNSET PLU IS NOT REACTIONARY: WE DO NOT RESPOND TO BAD BEHAVIOUR

The Role of the School Based IEW: Indigenous Education Worker

Most in town schools have an Indigenous Education worker whose job includes but is not limited to

- Family support including health
- Truancy follow up
- Individual student support at school or in the home
- Providing a link between the school and the catchment community

They do not deal with students not enrolled in our schools. Mount Isa has many children not enrolled in our schools who do not live in our town: they are temporary. It is here that the role of the Youth Engagement Officer may compliment the role of the school Indigenous Education worker by

- Actively seeking and engaging non enrolled children and determining their circumstances
- Offering "no catch" support including transport to a school of their choice
- Organising a parent or guardian to meet with the school Principal or designate with the intent of enrolling that child at that school and to provide the school with the appropriate ID.
- Continuing to support the enrolled child as he/she becomes the responsibility of the schools and their internal mechanisms.

The roles of the school based IEW's and the community based YEO's while complimentary are absolutely separate in their intent and execution: the YEO's uncover non enrolled children and provide the bridge into schools and the IEW's and their schools follow up the needs of the child once they are enrolled.

We take these children at Sunset if they do not wish to attend a school in their catchment and place them in the Sunset PLU. Should our YEO's manage to get an unenrolled child to Sunset and we actually complete a satisfactory enrolment process I propose that the YEO's base themselves at Sunset to support that newly enrolled child through an initial start up period of at least 1 week. This would help Sunset and our objective in general as at present our PLU is full with 11 students on our books: more kids would mean more support and the YEO's could fill this role without additional expense.

Our school at a glance

- The Sunset Tigers: Our very own Rugby League club: part of the Mount Isa Rugby League, we now have 3 teams involving approximately 60 students in Sunday games and weekday training. No other school offers this arrangement.
- The Sunset Allstars: part of our afternoon activities arrangements: we offer after school activities in hand with our many formal training arrangements from 2.30 to 5pm every school day free of charge to Sunset parents and their families. One of the advantages of this group is that parents who work do not have to find and pay for after school care.

Our school has 2 libraries, one used as our Sunset Well Being Centre with a bank of computers sufficient to accommodate a whole class at a student/computer ratio of 2:1. Likewise, our new Library has computers sufficient to accommodate a whole class but with enough capacity to enable a student/computer ratio of 1:1. Each classroom has a further 4 to 8 computer stations which students can immediately access without leaving their classrooms. The bulk of computer time in lessons is dedicated to computer research, project presentation and data collection and submission. Our IT capability is second to none and is used extensively.

In 2012/13, this commitment to technology will extend to Prep where every Prep student will have his/her own laptop specifically aimed at quality teaching and learning of Standard Australian English.

Social climate

We are a "School Wide Positive Behaviour Support" school which among other things has led to the virtual elimination of bullying in our school. In fact, the sum total of proven bullying incidents during Semester 2, 2012, requiring Admin intervention and a subsequent School Disciplinary absence was negligible.

A unique feature of our school is that to assist us in our goal of uninterrupted teaching and learning, the Principal himself, responds to any classroom callouts. During the entire Semester 2, 2012, these incidents could be counted on your fingers.

We promote harmony at play through our Pro Active play agenda which requires children to share and support one another at play, not disengage and criticize. Our teachers are active participants in supervised play and many "roll up their sleeves" and get into the many activities themselves. The number of playground incidents requiring Admin response for Semester 2, 2012 could be counted on one hand.

Parent, student and staff satisfaction with the school

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	83.3%
this is a good school	81.3%
their child likes being at this school*	94.7%
their child feels safe at this school*	94.7%

Our school at a glance

their child's learning needs are being met at this school*	83.3%
their child is making good progress at this school*	83.3%
teachers at this school expect their child to do his or her best*	94.1%
teachers at this school provide their child with useful feedback about his or her school work*	87.5%
teachers at this school motivate their child to learn*	88.2%
teachers at this school treat students fairly*	76.5%
they can talk to their child's teachers about their concerns*	94.7%
this school works with them to support their child's learning*	83.3%
this school takes parents' opinions seriously*	76.5%
student behaviour is well managed at this school*	72.2%
this school looks for ways to improve*	82.4%
this school is well maintained*	86.7%
Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	98.0%
they like being at their school*	100.0%
they feel safe at their school*	89.6%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	95.8%
their teachers provide them with useful feedback about their school work*	93.9%
teachers treat students fairly at their school*	93.8%
they can talk to their teachers about their concerns*	95.6%
their school takes students' opinions seriously*	87.2%
student behaviour is well managed at their school*	57.4%
their school looks for ways to improve*	98.0%
their school is well maintained*	85.7%
their school gives them opportunities to do interesting things*	95.9%
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	94.6%

Our school at a glance

Involving parents in their child's education

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

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.

Reducing the school's environmental footprint

During 2012, our entire in-ground sprinkler system was repaired, eliminating leaks and giving much greater control over our water usage as seen in the table. Similarly, every toilet bowl and system was replaced and all pipe and toilet leaks were eliminated. Mt Isa is in the grip of mild drought at present so these systems were not our preferred method of watering during 2012: instead we preferred the use of single head "wobble tees" garden sprinklers to keep our traffic areas and play ovals alive until it again rains.

Air conditioners whether to heat or cool are not used before 9am or after 9pm: peak demand times for electricity and are set on timers and at optimum operating temperature of 24 degrees. The increased electricity consumption can be put down to the excitement of having refrigerated air conditioning and an incredibly hot and lengthy year.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	143,493	28,138
2010-2011	146,875	21,139
2011-2012	188,028	16,890

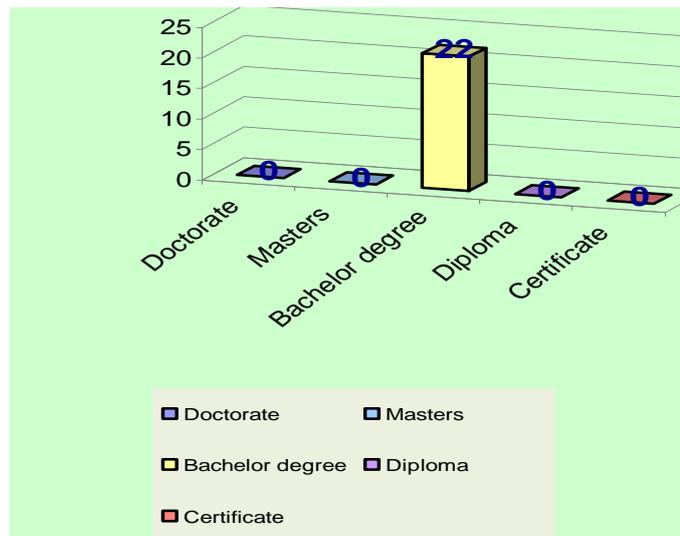
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	23	17	<5
Full-time equivalents	21.8	11.9	<5

Staff composition, including Indigenous staff

Doctorate	0
Masters	0
Bachelor degree	22
Diploma	0
Certificate	0



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**.

Our staff profile

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	81%	80%	85%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

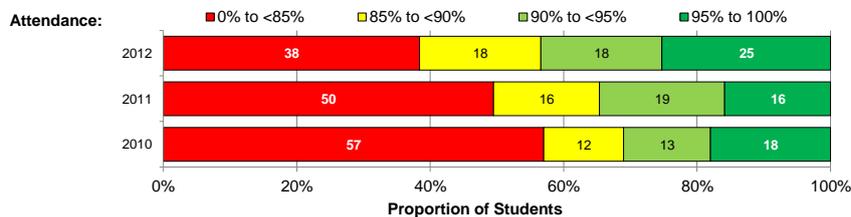
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	76%	81%	76%	84%	83%	82%	80%					
2011	78%	75%	82%	77%	85%	80%	82%					
2012	83%	84%	81%	89%	82%	94%	84%					

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

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.

Performance of our students

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results

Achievement - Closing the Gap

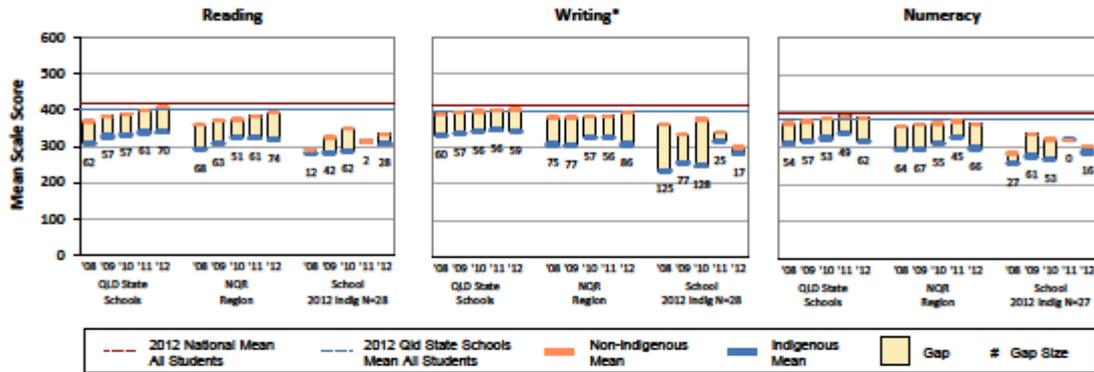
2012 Closing the Gap Report - Sunset State School (0965)

Indigenous Focus School: Yes Next Steps School: No Low SES School: Yes Lit & Num NP School: Yes

Full and Part-Time Enrolments August 2012

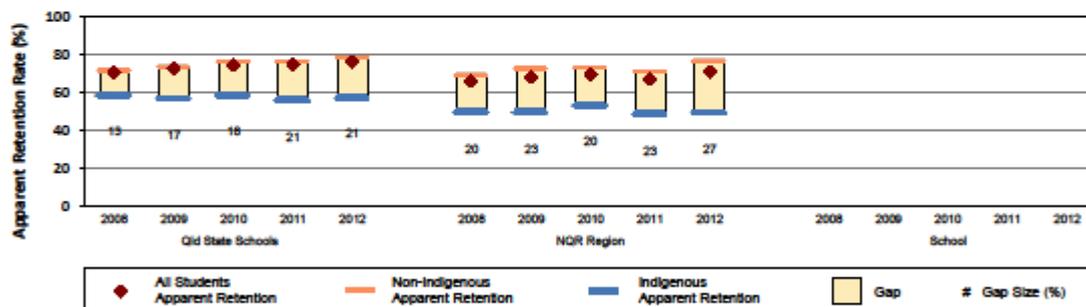
Indigenous Status	Pre Prep	Prep Year	Yr 01	Yr 02	Yr 03	Yr 04	Yr 05	Yr 06	Yr 07	Yr 08	Yr 09	Yr 10	Yr 11	Yr 12	SP	Total
Indigenous		19	34	32	30	33	25	30	28							231
Non-Indigenous		7	13	11	7	10	6	8	6							68
Unknown																
Total		26	47	43	37	43	31	38	34							299

NAPLAN Year 3 Mean Scale Score - Indigenous/Non-Indigenous Gap



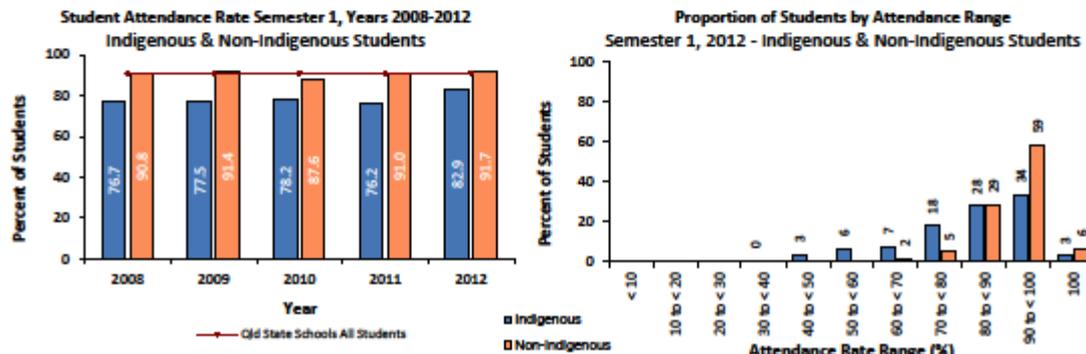
* Writing results from 2011 cannot be compared to previous years. Indig N is the count of Indigenous students with a score (excludes absent, exempt & withdrawn students).

Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap



Apparent retention rates are computed as the ratio of the number of year 12 full-time students in a given year to the number of year 10 full-time students 2 years prior. The retention rates are labelled "apparent" as they do not take account events such as interstate or overseas migration, repeating students, return of adult students and the movement of students to and from the state sector. For these reasons it is possible to obtain apparent retention rates greater than 100%. Based on Census enrolment collection.

Student Attendance



% of All Student Attendance < 85%	38.4
% of Indigenous Student Attendance < 85%	44.9

Release Date: January 2013

