

Sunset State School

Queensland State School Reporting

2013 School Annual Report



The following report provides an overview of Sunset's progress towards its goals, along with specific information relating to student learning outcomes, professional development of the workforce and community views of the school for the 2013 school year.

In 2013 all staff worked in collaboration with students and parents to review and assess the National Partnership 4 year strategic plan. This process entailed the analysis of the school's performance from 2011 to 2013, identifying what worked well and what were our challenges – this analysis then directly informed the strategic direction for 2014.

The following goals have been achieved;

- A whole school spelling program has been implemented.
- 100% of teachers were engaged in Mathematics coaching
- Literacy block was extended to incorporate the Lexile reading program for students achieving above reading benchmark standards.
- 100% of students negotiated personal learning goals that celebrated the individual distance travelled for every child.

Implementation of ACARA

Employment of Support Teacher, Learning Difficulties and lower literacy teacher who worked in collaboration with year Prep to 3 teachers to provide intensive support for students who were achieving below benchmark standards.

2012 school data was lower compared to previous years. The 2012 Year 2 cohort performed strongly in writing while achieving sound results in reading and numeracy. Our Reading and Writing Action Plan was implemented by the classroom teachers and teacher aides, and a reading intervention specialist.

2012 was the fourth reporting year that National Assessment literacy and numeracy assessment was conducted in years 3, 5 and 7. An analysis of our whole school trend indicates that Sunset students generally performed the strongest in reading and number. Spelling and grammar and punctuation were the two areas that our students found the most challenging. While NAPLAN assessment only captures a moment in time, and subsequently only reflects one dimension of a child's ability/knowledge, it is interesting to note that our Year 7 students performed extremely well in numeracy benchmarks.



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	Bryon Burke (Principal)

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Principal's foreword

Introduction

School progress towards its goals in 2014

Learning: Our school has laid down very specific goals for achievement in 2014

Literacy – explicit teaching of spelling, oracy, reading comprehension and writing.

Numeracy - programming, planning teaching and learning experiences that focuses on mental strategies, maths routines, investigations and real-life applications.

Quality assessment, moderation and reporting.

Internal monitoring of individual children, year levels and whole school learning outcomes.

Attendance: Minimum Net Attendance of 90%

Schools:

Whole school values and social skills program.(Play is the Way)

Whole school anti-bullying program. (School Wide Positive Behaviour Support Embedded)

Transition programs that support Kindergarten, Pre- School to Prep and year 7 to high school.

Quality partnerships with parents, community and colleagues.

Workforce:

Professional development will be provided that targets both individual and whole school needs, focus areas include:

Literacy – oracy, reading comprehension, grammar.

Numeracy – The teaching of Number and Measurement.

Curriculum – quality assessment and reporting processes.

School Wide Behaviour

Reading and Writing Action Plan

School Pedagogical Framework

Queensland State School Reporting 2013 School Annual Report

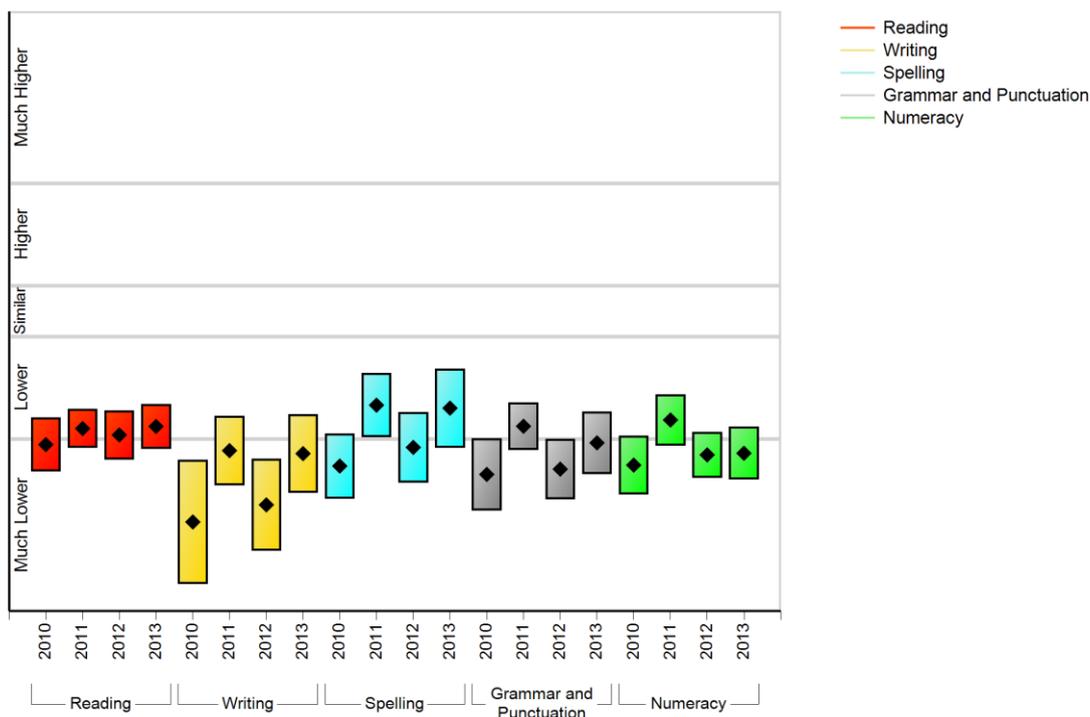


Future Outlook

- 100% of teachers' planning aligning with Education Queensland and school expectations.
- 100% of teachers using agreed school wide assessment tools.
- 100% of teachers using school wide data base for recording student achievement.
- NAPLAN achievement band for all strands in all year levels not below "lower" than NMS in NAPLAN Year 2014
- Minimum achievement levels in Reading Comprehension and Number at least "FAIR" on the school wide data base for all students by December, 2014
- 95% or more of parents, via our school opinion survey who believe their child gets a good education at our school
- 95% or more of students, via our school opinion survey who believe they get a good education at our school
- 95% or more of both parents and students via our school opinion survey who are satisfied with our school environment
- 100% of teachers developing personalised learning goals for students in key areas of Reading Comprehension and Number.
- 100% of staff involved in the development of whole school targets in Reading Comprehension and Number.
- 100% of teachers participating in curriculum focus meetings with Principal and key curriculum leaders.

School achievement of NAPLAN targets.

Sunset State School (0965)
School Performance in Comparison with the Nation
NAPLAN Year 3 Test - All Strands Individually for All Students for 2008, 2009, 2010, 2011, 2012, 2013

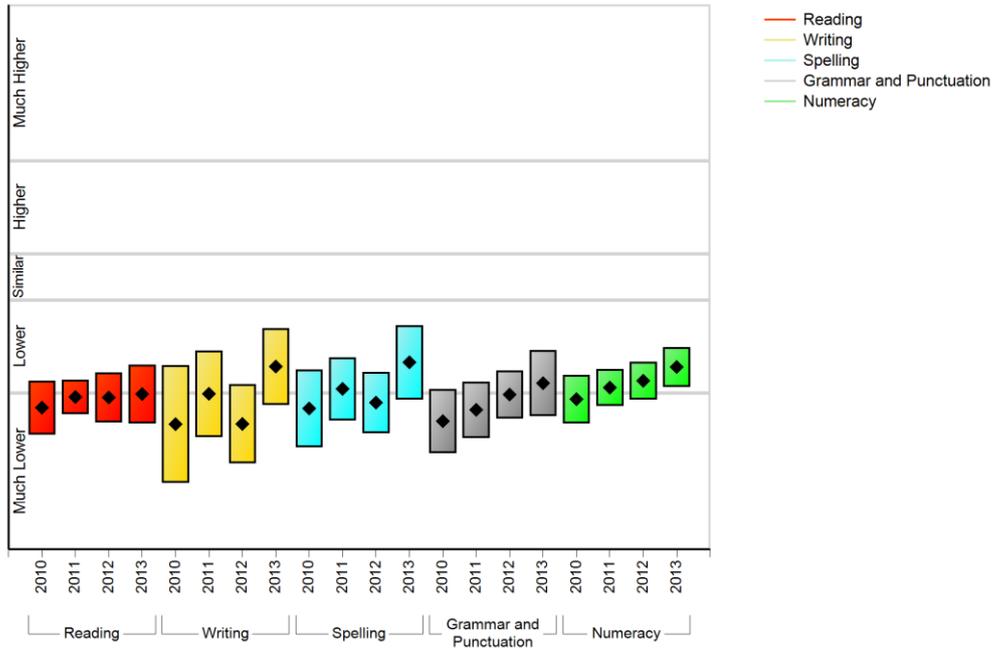


Queensland State School Reporting

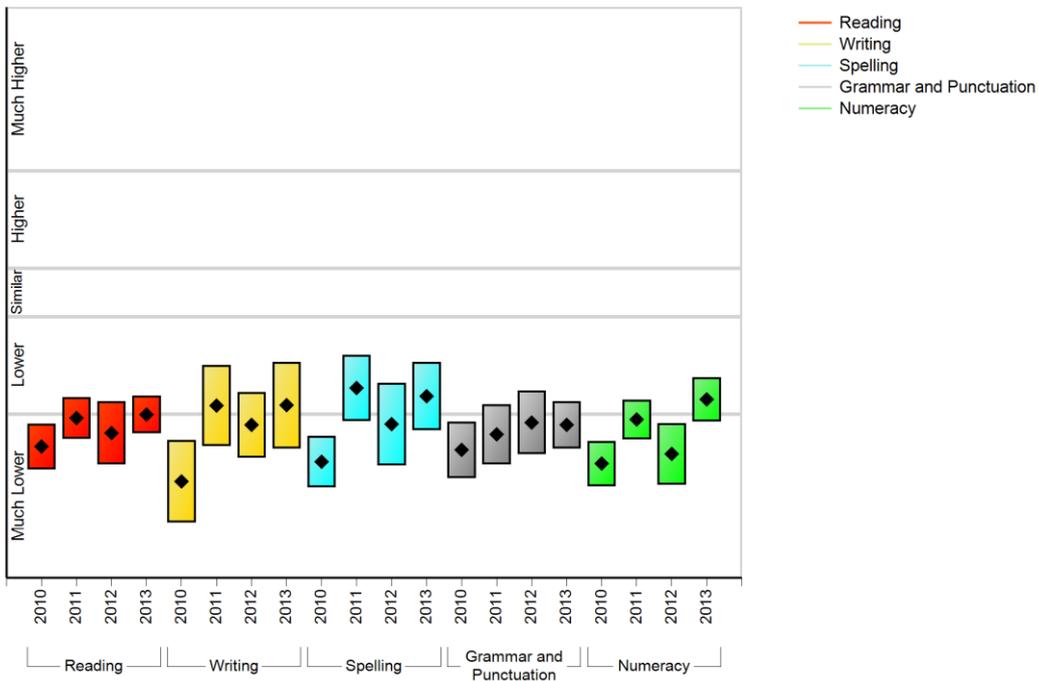
2013 School Annual Report



Sunset State School (0965)
School Performance in Comparison with the Nation
NAPLAN Year 7 Test - All Strands Individually for All Students for 2008, 2009, 2010, 2011, 2012, 2013



Sunset State School (0965)
School Performance in Comparison with the Nation
NAPLAN Year 5 Test - All Strands Individually for All Students for 2008, 2009, 2010, 2011, 2012, 2013



School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013: **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	313	148	165	80%
2012	298	137	161	79%
2013	295	141	154	79%

Characteristics of the student body:

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	24
Year 4 – Year 7 Primary	25	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	27	41	26
Long Suspensions - 6 to 20 days	7	7	7
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Sunset State School aligns itself with ACARA, QCAR, Essential Learnings and in Queensland, C2C. This alignment ensures that our students are engaged in State-wide curriculum, guaranteeing our students an education that is second to none.

The teaching of literacy and numeracy skills remains the core focus for Sunset staff. In 2013 human and financial resources were maximised to ensure curriculum programs were delivered that enabled success for every child – supporting those students below benchmark standards, challenging students working at or above benchmark standards. Our whole team approach to delivering quality literacy and numeracy blocks enables the following to occur:

Every Prep to year 2 classroom has a full-time teacher aide to support programs.

Year 4-7 classrooms access teacher aide support according to the needs of the students in each class. Our Support Teacher: Learning Difficulties works in partnership with year 4-7 teachers to develop and support literacy and numeracy programs for students who require additional intervention. Lower literacy teacher works in partnership with Prep to year 3 teachers to support literacy programs. Staff from the Special Education Unit share their skills and experience to support teachers with modifying curriculum as required.

Our Teacher-Aide librarian enhances our literacy blocks by working with students who are above where they should be in reading in the Lexile program.

Sunset has a trained Coach in Maths who worked off line training and supporting all of our teachers and teacher aides to improve Numeracy teaching.

Our classroom teachers participate in both school based and District moderation at the end of each semester. Teacher's moderate student's writing samples: this is done on a five point scale and enables the teachers to provide specific feedback to students on their academic performance, highlighting where their strengths are and identifying areas for future development. Teachers' participation in moderation provides invaluable feedback and professional development for our teachers and ensures that the academic standards and benchmarks of Sunset are comparable to the rest of the State.

For the past four years Sunset has implemented the Building Blocks to Literacy program (Barbara Brann) in all Prep to year 3 classrooms. Our teachers and staff are committed to the delivery of this program as we believe that a child's literacy development is fundamental to their school engagement and achievement. The program ensures that our teachers are explicitly teaching students the five areas of literacy development – print, listening, looking, moving and talking. These five areas are all developmental and a child must be progressing in each domain to be continuing to develop their literacy skills. Students are engaged in a wide range of activities through whole class, small group and individual experiences to enable them to develop the essential skills of each domain. The work that our Head of Curriculum, teachers and teacher aides have done with this program has resulted in a number of schools adopting this program. Many of our classrooms have also become a showcase with teachers from other schools, deputy principals and principals visiting to see the program in action.

78% of Sunset's students identify as either Aboriginal or Torres Strait Islander and as a result Sunset's teachers embed Indigenous perspectives and plan for Indigenous learning needs at the core of their teaching strategies. Sunset offers a wide range of strategies to achieve this:

Break It Down: Build It Up is a program utilised by our teachers to immerse students into text by providing numerous learning experiences to enhance their understanding and interpretation of their reading. This program resulted in a significant improvement in indigenous and non-indigenous students' reading comprehension.

Extra curricula activities

Sunset School has a large number of students who are naturally gifted and talented in the sporting domain. Sport comprises a large component of our school's extra curricula program and it enables our students to develop skills and attitudes that are essential to success in the academic field. Through participation in sports our students develop a sense of pride, commitment, discipline, courage, teamwork and most importantly the willingness to have a go and persevere with challenges. At Sunset we have found that student's participation in sporting life has resulted in a change in their behaviour and attitude to school life. Any child who is a member of a Sunset Tiger sports team is promoted as a positive role model within our school. Our students natural sporting ability is reflected in the 2013 sporting results: We also had a large number of students selected into district and North West sports teams in the following areas: touch football, soccer, softball, rugby league, netball and athletics.

While sport is a huge component of the extra curricula life of Sunset, we are also committed to promoting a love of the Arts and culture within our students. As a result our students are also given the opportunity to participate in:

- School Choir which performs at the Mount Isa Eisteddfod as well as at community events.
- Rock Pop Mime
- Instrumental music program
- Student Council

How Information and Communication Technologies are used to assist learning

Our ICT Co-ordinator works in collaboration with the Principal, Head of Curriculum and Classroom Teachers to ensure that Information and Communication Technology is integral to all teaching, learning and assessment process. Computers are utilised to enhance students learning experiences through programs that support classroom work, online resources to enhance units and programs such as Powerpoint, Publisher and Kids Pix that enable students to present their culminating activities. Digital cameras, data projectors, interactive whiteboards and movie making programs are also utilized by individual teachers. Our ICT Co-ordinator has received her ICT pedagogical license– this license has enhanced her knowledge and skills which will subsequently help her to support our staff in the acquisition of new knowledge and skills. Each classroom has a minimum of 4 computers and our school's computer roll over plan ensures that we replace older computers when required while also striving to increase the computer to student ratio. Our school library is also equipped with 12 computers which is always a popular spot for students to visit during their lunchtime.

Social climate

2012 Student School Opinion survey data indicates an increase in the percentage of students who are a) happy to come to school, b) feel safe at school, c) believe they are treated fairly at school and d) are happy with the behaviour and the discipline of students at the school. This data can be directly attributed to the fact that all staff are committed to continually reflecting on our whole school approach to social climate and are committed to implementing new practices.

Each adult on duty is issued with a playground folder that contains the behaviour log. Any incidences that are reported to the teachers/teacher aides are recorded in the log and a consequence is provided that

Our school at a glance

aligns with the guidelines outlined in the SWPBS program and the School's Responsible Behaviour Plan. At the end of each week the principal receives a copy of all of the students entered in the log, students who have been entered 3 or more times are then placed on a social skills program that is run during their lunch breaks. Parents are always informed of their children's involvement and are provided with the opportunity to provide input into the focus of the course. Student's behaviour is then monitored via playground behaviour contracts.

A Student and staff survey conducted as part of the behaviour review process indicated a significant reduction in the amount of class time that is taken up dealing with playground issues. Students feel empowered by the programs run in the school and feel that if they report any incidents they will be listened to and supported. 95% of the student population surveyed indicated that they feel that Sunset is a happier place since the introduction of the School Wide Positive Behaviour Support program.

Parent, student and staff satisfaction with the school

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	83%	100%
this is a good school (S2035)	81%	94%
their child likes being at this school* (S2001)	95%	100%
their child feels safe at this school* (S2002)	95%	100%
their child's learning needs are being met at this school* (S2003)	83%	100%
their child is making good progress at this school* (S2004)	83%	100%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%
teachers at this school motivate their child to learn* (S2007)	88%	100%
teachers at this school treat students fairly* (S2008)	76%	88%
they can talk to their child's teachers about their concerns* (S2009)	95%	94%
this school works with them to support their child's learning* (S2010)	83%	100%
this school takes parents' opinions seriously* (S2011)	76%	94%
student behaviour is well managed at this school* (S2012)	72%	88%
this school looks for ways to improve* (S2013)	82%	88%
this school is well maintained* (S2014)	87%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	91%

Our school at a glance

they like being at their school* (S2036)	100%	89%
they feel safe at their school* (S2037)	90%	85%
their teachers motivate them to learn* (S2038)	100%	96%
their teachers expect them to do their best* (S2039)	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	91%
teachers treat students fairly at their school* (S2041)	94%	84%
they can talk to their teachers about their concerns* (S2042)	96%	87%
their school takes students' opinions seriously* (S2043)	87%	85%
student behaviour is well managed at their school* (S2044)	57%	70%
their school looks for ways to improve* (S2045)	98%	91%
their school is well maintained* (S2046)	86%	89%
their school gives them opportunities to do interesting things* (S2047)	96%	89%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	93%
they feel that their school is a safe place in which to work (S2070)	89%
they receive useful feedback about their work at their school (S2071)	78%
students are encouraged to do their best at their school (S2072)	93%
students are treated fairly at their school (S2073)	70%
student behaviour is well managed at their school (S2074)	63%
staff are well supported at their school (S2075)	74%
their school takes staff opinions seriously (S2076)	65%
their school looks for ways to improve (S2077)	85%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	96%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Our School's P&C provides a valuable avenue through which parents can be directly involved in their child's education. No school policy, project or action plan is progressed without input from the P&C – monthly meetings provide a forum through which parents can remain informed regarding their child's school while also having an input into shaping the school's future direction. In addition to the P&C our school has a number of informal avenues through which parents can be involved:

Popping in to visit your child's classroom/teacher – all of our classes have an open door policy and our teachers are committed to making parents feel welcome and valued in our school.

Reading the weekly newsletters.

Participating in parent-teacher interviews;

Attending class activity days;

Being involved in school life, for example helping in the canteen or assisting with classroom activities;

Attending NAIDOC activities

Attending the big breakfast meet and greet at the beginning of the school year.

Supporting athletics and swimming carnivals.

Attending our weekly parade on Friday morning at 8:30 a.m.

Mid Term School Interim Reports

Reducing the school's environmental footprint

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	146,875	21,139
2011-2012	188,028	16,890
2012-2013	205,989	16,364

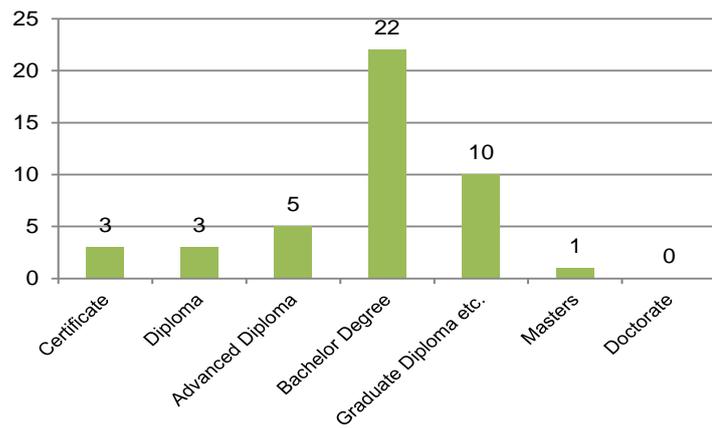
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	26	18	<5
Full-time equivalents	24	13	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	3
Advanced Diploma	5
Bachelor Degree	22
Graduate Diploma etc.	10
Masters	1
Doctorate	0
Total	44



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 20000 .

The major professional development initiatives are as follows:

Staff development in the teaching of Reading, Writing and Mathematics

Teacher Aide development in classroom practice

Admin staff in role capability

Grounds staff in WH&S

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	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 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

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

2011

2012

2013

The overall attendance rate for the students at this school (shown as a percentage).

80%

85%

79%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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

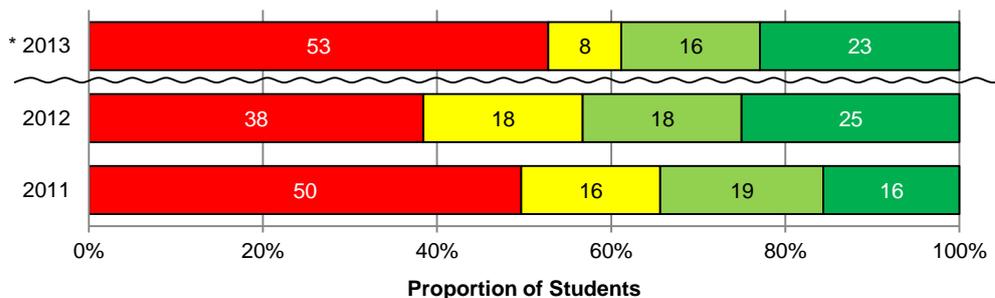
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	78%	75%	82%	77%	85%	80%	82%					
2012	83%	84%	81%	89%	82%	94%	84%					
2013	68%	79%	78%	77%	85%	75%	86%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Attendance Policy: Classroom Teacher Responsibility

Every classroom teacher at Sunset State School will have 2.5 hours NCT per week.

Classroom teachers mark their rolls at 9am every day

During the weekly cycle, depending on NCT, teachers attempt to phone the parents/carers of any child who has had an unexplained absence during the previous week's cycle

Should contact not be made with any parent/ carer, the classroom teacher will E Mail Principal. This must be done every week.

AO2 issues a home visit form to IEW.

IEW will then home visit the parent/carer of the unexplained absence to seek an explanation.

Should an explanation be received by IEW, AO2 will be informed so that the school record can be amended, Principal will be informed and IEW will provide feedback to the individual class teacher about the unexplained absence. A hard copy of our results will sit with AO2 in the main office.

Should an explanation not be received both IEW and the Principal will conduct a home visit to seek an explanation and the above process will ensue.

When all avenues have been exhausted, a Failure to Attend: Parent Responsibility notice is issued.

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/>.

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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.

Achievement – Closing the Gap

NAPLAN Indigenous/Non-Indigenous Gap

