



Sunnybank State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

Postal address:	PO Box 2 Sunnybank 4109
Phone:	(07) 3323 8111
Fax:	(07) 3323 8100
Email:	principal@sunnybanshs.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:	Tracey Cook (Principal)

School Overview

Sunnybank State High School is a dynamic, future-focused learning community, committed to empowering our students to succeed. We are a high achieving and vibrant school rich in tradition with an outstanding reputation for success. Our motto, "Many ways to excellence" reflects our commitment to quality education by ensuring that every child is improving and achieving.

We offer a diverse range of opportunities and educational experiences designed to empower each student to thrive and achieve across a range of sporting, cultural, vocational and academic pursuits. Our accredited International Program is linked to Education Queensland International and offers outstanding education opportunities to students from throughout the world. We are part of a global community and value our learning partnerships both within the community and beyond.

As a school community, we lay strong foundations that shape our students as proud ambassadors. Our values of respect, responsibility and readiness are the pillars that unite us and guide our behaviours and actions. We hold high expectations and enact high standards to ensure we can achieve our personal best. Our school values critical thinking, collaboration, connectedness, character and creativity.

Principal's Foreword

Introduction

The report captures the achievements of the Sunnybank State High School community during 2017.

School Progress towards its goals in 2017

In 2017, we commenced our new strategic plan. Our priorities and progress towards our goals include:

Quality Teaching and Learning

- Curriculum rigour and delivery: planning and providing the Australian Curriculum with rigour
- 21st Century Learners: inclusion of digital literacy skills, as evidenced in our STEM subject offerings and extra-curricular activities
- Continued implementation of our school's pedagogical framework, with a focus on engagement

Collaborative Learning Culture

- Positive behaviour for learning underpinning our practice to create a positive learning culture
- Professional learning, coaching and reflection opportunities for staff
- Community engagement to support and strengthen student success

Know our Students

- Case Management and Data Literacy to support teaching and learning
- Supportive relationships and well-being
- Targeted, high yield instructional strategies (literacy, numeracy) to support student improvement and achievement

Future Outlook

Strategy: Facilitate a seamless educational pathway for students through collaborative review, design and delivery of a quality, rigorous and systematic school-wide curriculum across Years 7-12. Curriculum aligned to the Australian Curriculum, general capabilities and SATE (readiness).

Continue to engage in targeted professional learning to increase knowledge and understanding of the Australian Curriculum (general capabilities and moderation) and SATE.

Commence the mapping of a seamless and cohesive approach to support curriculum rigour across Years 7-12 (cognitive verbs)

Reinforce the explicit teaching of general capabilities in literacy and numeracy (subject area literacies) as identified in the Australian Curriculum across all learning areas

Strategy: Equip students to be future-focused and 21st Century learners by providing opportunities to create, think critically, connect globally and collaborate

Create opportunities for students to engage in 21st Century skills and learning (STEM, Robotics, Drones)

Commence the initial stages of a Digital Learning HUB to inspire 21st Century Learning opportunities for staff and students

Strategy: Cultivate, identify and share the range of teaching and learning engagement strategies aligned to the school's pedagogical framework which inspire and motivate students in learning

Build a culture of sharing pedagogical practice through ongoing staff presentations, learning lounges, whole of staff sharing strategies, classroom observations, walkthroughs and feedback

Further sharpen ASoT to focus on Critical Thinking skills and Student Engagement in Learning

Strategy: Create opportunities to encourage parents and members from the local/global community as partners in learning

Continue to extend global connections through EQI; sister school, digital communication, host-study tours/visits, professional study tours

Promote and create opportunities for community engagement and involvement in the school (volunteering, learning classes)

Strategy: Create conditions that foster professional collaboration to support the teaching and learning process (calibration, feedback, planning, moderation)

Innovatively create opportunities for teacher collaboration (PLTs, T&L meetings) to support professional development and learning

Strategy: Engage in professional learning linked to school improvement priorities and DPP growth.

Create opportunities for targeted professional learning, development and growth aligned to school's EIA and Staff DPP (Learning lounge, SFD, Twilight)

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	597	264	333	38	87%
2016	607	269	338	41	91%
2017	661	295	366	55	89%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Sunnybank State High School is a thriving, dynamic, future focussed school that prides itself on its inclusivity. Cultural diversity is valued across our school. IN 2016, students came from over 50 different countries and spoke more than 50 different languages. The rich, multicultural composition of the school's student and staff community includes families spanning from Oceanic, East and South East Asian countries and recently, Eastern European, African and Middle Eastern countries.

We offer a highly reputable EAL/D program and a fully accredited International Student Program. Students attending Sunnybank State High School are from more than 25 different primary schools. Our school is well served by public transport, both bus and train. EAL/D students also enter our school from Phase 1 programs and our International students travel from overseas to access our specialist and educational programs.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	18	20
Year 11 – Year 12	17	17	17

Curriculum Delivery

Our Approach to Curriculum Delivery

At Sunnybank State High School, we acknowledge that each student has their own *way to excellence* and subsequently, we offer a range of pathways leading to both tertiary and vocational opportunities. We are proud to provide a holistic and comprehensive approach to education across Years 7-12.

The Junior Secondary curriculum is based on the nationally agreed Learning Areas of English, Maths, Science, Humanities and Social Sciences, the Arts, Design and Digital Technology, Health and Physical Education and Languages. In the Senior school, students are able to choose from a range of Authority subjects, Authority-registered subjects and subject area specifications, with over 14 certificates offered on our school scope of registration with the QCAA. Students are also afforded the opportunity to complete school-based apprenticeships and traineeships in the senior phase.

Key curriculum features include:

- International student program offered through Education Queensland International, Brisbane South International Schools Alliance



- Innovative STEM subject offered in the Junior School
- A range of specialised Certificate course offerings, including Fashion Design and Technology, Health Support Services, Sport and Recreation, Textiles, Clothing and Footwear and Information, Digital Media and Technology
- Early entry programs offered for University bound students through joint programs with major universities in Brisbane and Tafe colleges
- Japanese and Chinese Languages
- Extension Science programs
- Sunnystarters specialised program for our students studying Early Childhood

Co-curricular Activities

- Academic competitions across key Learning Areas (such as English, Mathematics)
- Senior Leadership Activities
- University visits and University subject offerings
- Ambassador Programs
- Homework and Tutorial Programs
- Specialist Science programs such as Titration
- Career development program
- Full range of sporting options supported by strong school performance at District, Regional and State levels
- Participation in a range of external sports competitions and gala days
- Annual Arts and Creative Generations performances
- Instrumental Music Program
- Public speaking and debating competitions

How Information and Communication Technologies are used to Assist Learning

Our vision is for students to be confident and critical in using ICTs as a tool for learning and we embed technology in the teaching and learning process. The school has eight centrally networked computer laboratories in addition to other pods available for student and staff teaching and learning. Students use their knowledge in a range of applications within their subject areas. Wireless and cable installation is complete across the school to support computer-student ratios. Students in the Senior phase of learning have the option of a take home device and all year levels access additional devices via a 'trolley' program. Students in our Special Education Program access Ipad access to enhance their learning.

Social Climate

Overview

Students are supported in their social and emotional development through a range of activities overseen by the student services team, comprised of the Guidance Officers, School based Youth Health Nurse, Chaplain, School based Police Officer, Youth Support Workers and Year Co-ordinators. Activities offered include: motivational speakers, conferences, camps, class workshops, a morning check in process, counselling and more. We offer a pastoral care system that focuses on student well-being and positive school behaviours.

Student leadership is fostered with opportunities to develop student leadership experiences and activities throughout all year levels. Camps or camp incursions are currently held along with other year level based challenge activities. A Student Council operates to engage students in leadership and community based programs.

We offer a school-wide positive behaviour program across all year levels that promote respect, responsibility and readiness. We have a history of performance measures and satisfaction rates as evidenced in the tables below.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	100%	97%
this is a good school (S2035)	88%	100%	89%
their child likes being at this school* (S2001)	96%	100%	97%
their child feels safe at this school* (S2002)	92%	100%	90%
their child's learning needs are being met at this school* (S2003)	92%	100%	90%
their child is making good progress at this school* (S2004)	92%	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	96%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	89%
teachers at this school motivate their child to learn* (S2007)	83%	96%	86%
teachers at this school treat students fairly* (S2008)	79%	92%	93%
they can talk to their child's teachers about their concerns* (S2009)	87%	100%	96%
this school works with them to support their child's learning* (S2010)	83%	100%	93%
this school takes parents' opinions seriously* (S2011)	83%	100%	85%
student behaviour is well managed at this school* (S2012)	87%	96%	79%
this school looks for ways to improve* (S2013)	87%	100%	90%
this school is well maintained* (S2014)	88%	96%	86%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	93%	86%
they like being at their school* (S2036)	90%	95%	85%
they feel safe at their school* (S2037)	93%	94%	80%
their teachers motivate them to learn* (S2038)	90%	93%	88%
their teachers expect them to do their best* (S2039)	95%	100%	92%
their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	87%
teachers treat students fairly at their school* (S2041)	86%	84%	82%
they can talk to their teachers about their concerns* (S2042)	83%	83%	77%
their school takes students' opinions seriously* (S2043)	80%	86%	83%
student behaviour is well managed at their school* (S2044)	87%	80%	67%
their school looks for ways to improve* (S2045)	91%	93%	85%
their school is well maintained* (S2046)	91%	92%	81%
their school gives them opportunities to do interesting things* (S2047)	87%	90%	77%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	99%	91%
they feel that their school is a safe place in which to work (S2070)	100%	96%	96%
they receive useful feedback about their work at their school (S2071)	85%	88%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	88%	86%
students are encouraged to do their best at their school (S2072)	98%	96%	98%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
students are treated fairly at their school (S2073)	98%	94%	98%
student behaviour is well managed at their school (S2074)	96%	75%	93%
staff are well supported at their school (S2075)	87%	88%	89%
their school takes staff opinions seriously (S2076)	77%	89%	91%
their school looks for ways to improve (S2077)	100%	96%	96%
their school is well maintained (S2078)	89%	94%	89%
their school gives them opportunities to do interesting things (S2079)	87%	94%	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.

Parent and community engagement

Parents are encouraged to be active members of the Parents and Citizen's Association which operates the school canteen and uniform shop and meets once per month. In association with the Multicultures Youth Interagency team, parent forums are offered and a focus on a range of topics relating to education and youth development are discussed. In 2016, our parents were invited to provide critical feedback and insights to help shape and chart the future direction of the school.

Parent Teacher meetings are held twice a year, however, Parents and Caregivers are encouraged to contact the school at any time to discuss their child's progress. Other consultation processes occur regarding adjustments made to assist and support students with diverse needs to access and participate fully at school. The school conducts special assemblies at the end of each Semester to recognize outstanding student academic achievement and attendance.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Programs are cohort specific and focus on personal safety, awareness raising, including identifying and responding to abuse and violence, with specific reference to preventing and responding 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 takes actions to implement a whole school approach to respectful relationships that uses the curriculum and school practices (such as a pastoral care program, positive behavior for learning program and the school community to build a culture that seeks to prevent violence, including gender based violence, through the building of respectful 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	2015	2016	2017
Short Suspensions – 1 to 10 days	85	95	168
Long Suspensions – 11 to 20 days	0	2	3
Exclusions	12	12	9
Cancellations of Enrolment	13	2	2

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The school reviews its utilities usage annually and has in place strategies to minimize wastage. The newsletter is offered electronically to families and on the website to reduce paper use. Recycling of paper is an embedded practice in all areas of the school. The school has installed solar panels to feed electricity into the network. The school utilizes the school bore for watering the oval as required. Regular meter checks are undertaken to explore the increase in water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	441,525	12,795
2015-2016	444,540	11,732
2016-2017	409,151	5,570

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

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	65	42	<5



2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	61	32	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	15
Graduate Diploma etc.**	25
Bachelor degree	23
Diploma	2
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$24762.33 (not inclusive of TRS)

The major professional development initiatives are as follows:

- mentoring and coaching
- learning lounges (early morning workshops)
- twilight professional learning.
- The key areas of professional learning included: Australian Curriculum, SATE, literacy, data literacy, numeracy, case management, VET and pedagogy.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	86%	84%

*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 2017 for all Queensland Secondary schools was 90%.

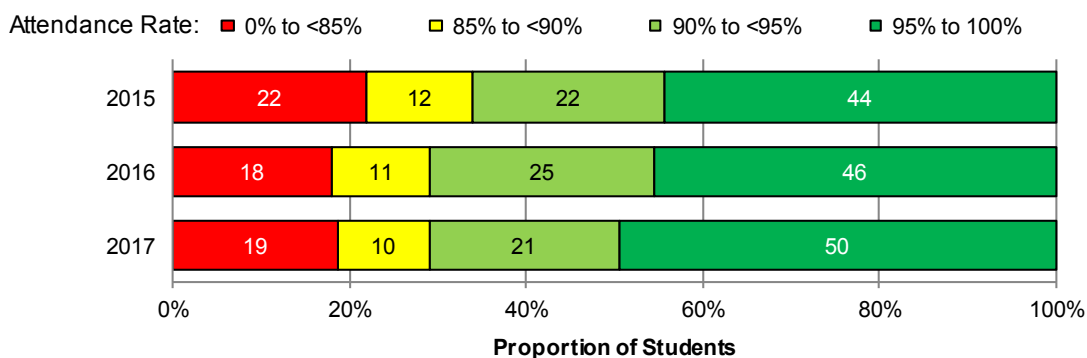
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	93%	92%	90%	88%	89%
2016								90%	92%	92%	90%	92%	92%
2017								91%	90%	91%	94%	93%	92%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Student attendance is tracked through a morning roll mark each day and staff marking the class rolls electronically each lesson. Absences without explanation are followed up by an SMS text message to parents. Roll mark teachers, year co-ordinators and Deputy Principals and our Engagement Officer oversee the absence of students. Parents are requested to contact the school for absences via the school absence telephone line, or provide a note outlining the reason for absence or speaking directly to school administration. Parents and students are contacted by telephone and departmental letters are issued to manage absences. When a student has many absences the Education Queensland procedure of "Letters of Absences" by the Principal commences. Interviews are then made with the Student, Parent, Principal/Deputy Principal and at times, Guidance Officer as a follow up for strategies to be put in place to ensure success for the student. Attendance has a high profile in the school to ensure students are accessing their learning. The attendance averages are read at every assembly. There are awards for students with 100% attendance rates and the cohort with the highest attendance rate.

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.

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 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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Number of students receiving a Senior Statement	82	99	92	
Number of students awarded a Queensland Certificate of Individual Achievement.	4	1	0	
Number of students receiving an Overall Position (OP)	11	35	17	
Percentage of Indigenous students receiving an Overall Position (OP)	25%	25%	0%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26	25	28	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	69	79	77	
Number of students awarded an Australian Qualification Framework Certificate II or above.	58	62	68	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	78	98	92	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88%	100%	100%	
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0	
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	100%	46%	82%	

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	98%	92%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	1	5	5	0	0
2016	3	7	6	16	3
2017	2	6	6	3	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	47	53	17
2016	61	57	18
2017	46	64	17

As at 14th February 2018. The above values exclude VISA students.

Certificate Courses offered in our school include: Hospitality, Textiles Clothing and Footwear, Sport and Recreation, Business, Information Digital Media and Technology

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88%	87%	86%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	233%	100%	83%	

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.sunnybanshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. Students who left school early moved into employment or continued education at other schools or training sites. Each student is monitored by members of the school administration and/or our Student Services Team with individual interviews and counselling throughout both Year 11 and 12 to assist them to determine their careers options. Students in our International Student Study Abroad program remained at the school for up to three months and then returned to their homeland.



Conclusion