


Our school at a glance

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Introduction

For over almost 50 years our school has developed a fine reputation for academic, sporting and cultural pursuits. Sunnybank State Primary School is an inclusive school with a focus on HARMONY, supporting students from all over the world. The school has as its catch cry Better Better Better – Better Learning, Better Opportunities, Better Behaviour.

This report provides information on key aspects of the 2007 school year. However it is important to remember that a document such as this can never give the complete picture of a school. I'd encourage anyone searching for a school for their child or children to make contact with us to arrange a time to visit and see all that is on offer at Sunnybank.

Future Outlook

At Sunnybank State Primary School we are committed to the provision of high quality education that makes a positive difference to the lives of all Queenslanders. We aim to equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. We are committed to the values of the Department of Education, Training and The Arts: Excellence in Endeavour, Respect for People; Integrity in Service, Professionalism in Performance, Environmental Sustainability and Unity of Purpose.

In 2007, a Triennial School review identified our priorities for the next three years which were published in the School Strategic Plan 2008-2010. We are looking forward to building on the successful introduction of our first Prep class, aligning the curriculum, developing Information and Communication Technologies usage and strengthening our HARMONY approach.

School Profile

Sunnybank State School is a coeducational school enrolling both boys and girls in all year levels, Preparatory to Year 7.

In November 2007 there were 335 students enrolled in Yrs P-7.

Situated on 5.7 hectares in the leafy suburb of Sunnybank the school occupies an entire block being bounded on all sides by Eddington, Lister, Turton and Glendower Streets. There is good public transport available with both trains and buses nearby. The school serves the communities of Macgregor, Sunnybank, Coopers Plains, Sunnybank Hills and Runcorn. There is wide social and cultural diversity across these communities which is reflected in the student population.

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Curriculum Offerings

Our school curriculum is determined by the Queensland Studies Authority.

There are eight Key Learning Areas:

- English
- Mathematics
- The Arts
- Science
- Technology
- Study of Society and the Environment (SOSE)
- Health and Physical Education (HPE)
- Languages Other Than English (LOTE)

Details on these, including Syllabuses and Support materials, are available at <http://www.qsa.qld.edu.au/>

Our LOTE is Mandarin. Specialist teachers provide instruction in LOTE, HPE, The Arts and Music.

Some of our distinctive curriculum and extra curricula offerings include:

- 10 week AusDance program for all year levels
- Instrumental Strings program for students in years 3-7
- Instrumental Band program for students in years 5-7
- Choir
- Learn to Swim program for Years 1-4, an intensive daily program for two weeks in Term 3
- Year 5-7 enrichment activities linked with Sunnybank SHS including robotics, food technology and maths/science
- PASS Program – (Personal Academic and Social Success)
- Individualised support for students as needed

The staff at Sunnybank Primary recognises the importance of ICT (Information and Communication Technologies) within a modern school curriculum both in the provision of a stimulating learning environment and the development of information literacy. To this end, ICTs are embedded in all curriculum areas at all year levels. Students use ICTs, including the Internet and email, in their learning activities across the curriculum. ICTs are used as part of English and Mathematics and LOTE learning activities, to research information for studies in SOSE, Science and HPE, to present information and to complete multi-media presentations as culminating activities in all key learning areas. An information literacy and ICT skills program is implemented across all year levels.

Every student has access to computers within the classroom and also the Library. The school has exceeded Education Queensland's target of 1 computer for every 5 students.

Teachers at Sunnybank State Primary School are encouraged and supported in integrating ICTs into their curriculum planning, assessment and reporting.

Social climate

"Harmony Matters" has been adopted as an approach for promoting positive relationships within our school community. This approach is explicitly taught in classrooms and communicated to all via assemblies, school newsletters and classroom posters.

Help others

Ask for assistance

Respect differences

Make friends

Offer Alternatives

Nice words

Your choice

Sunnybank Primary has a friendly, happy atmosphere and provides a safe environment for student learning. In the 2007 School Opinion Survey, seven students disagreed with the statement that they were safe at this school which is within the normal range for Queensland State Schools.

Involving parents in their child's education.

Parents are the first teachers of their children and at Sunnybank Primary we welcome parents as partners in guiding the continued development of their children, our students.

Parent involvement starts early at Sunnybank State Primary School with our Early Starters Program for 3-4 year olds held Thursday mornings each week. Both parent and child can attend these sessions together to ensure that both are ready for starting Prep in the coming year.

In the lower school parents are active participants in a wide range of activities including assisting in the classroom, supporting the home reading program and providing additional supervision on excursions. In the upper school these same opportunities continue with additional opportunities becoming available such as coaching interschool sports teams and supporting the instrumental music program.

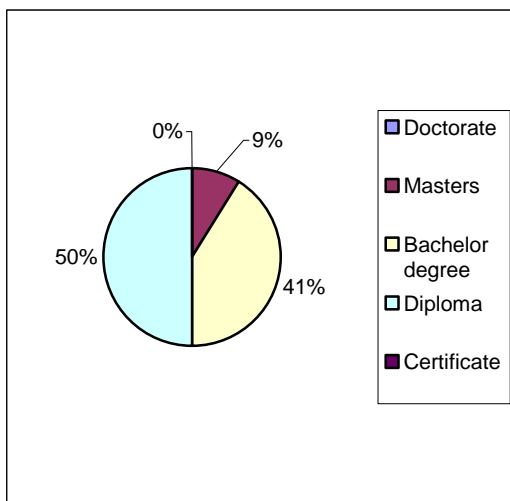
The Parents and Citizens Association meets on the third Tuesday of each month at 7.00 pm and attendance at these meetings is a great way for parents to understand more about the school.

A school newsletter is sent home to families each Thursday. Many classrooms also send out their own regular newsletters to keep parents more informed. Some teachers also use email and the internet to involve parents.

Our staff profile

Qualifications of all teachers

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Bachelor degree	41
Diploma	50
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2007 was \$11 177.

The major professional development initiatives in 2007 related to:

- Supportive School Environment
- Early Years Literacy
- Information and Communication Technologies

The involvement of the teaching staff in professional development activities during 2007 was 85%

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2007.

Proportion of staff retained from the previous school year

From the end of the 2006 school year, 93% of staff were retained by the school for the entire 2007 school year.

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Performance of our students

Student attendance

The average student attendance rate as a percentage in 2007 was 94%.

Key outcomes in the early and middle phases of learning

Results in the 2007 Year 2 Diagnostic Net

Percentage of students not requiring additional support.

Reading	84%
Writing	91%
Number	84%

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Year 3	Year 5	Year 7	
Reading	Average score for the school	516	578	660	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	83%	59%	78%
		2006	76%	74%	82%
Writing	Average score for the school	500	554	692	
	Average score for Queensland	523	600	681	
	Percentage of students at the school above the national benchmark	2007	69%	70%	91%
		2006	80%	94%	89%
Numeracy	Average score for the school	523	556	657	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	86%	73%	71%
		2006	80%	85%	70%

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Other Key Outcomes

Value added

Student outcomes are dependant upon many factors only some of which relate to the quality of the school. Before students even start school there is a wide range of individual differences in skills displayed in areas such as the ability to speak and comprehend oral language; to relate appropriately to other students in social situations; and to coordinate the fine muscle movements required by many school tasks. So to help parents develop in their children the prerequisites for school success our school value adds to the experiences of children aged 3-4 years by running an Early Starters program each week.

The desire to value add to students is evident across the entire school. Teachers determine the level of development of individual students and then plan learning experiences to build upon that level, whether that student is still struggling with the foundations or a future university professor. A range of support programs are available for students needing additional assistance with the basics while more able students are given extension opportunities in a number of areas including learning experiences at Sunnybank SHS.

Parent, student and teacher satisfaction with the school

In the 2007 School Opinion Survey, no parents and caregivers expressed dissatisfaction to the statement "your child is getting a good education at this school." In the related item on the student survey four students expressed dissatisfaction to "you are getting a good education at this school."

Staff responses in the 2007 School Opinion Survey were very positive. On 27 of the 35 items surveyed, staff responses were significantly higher than the state average while there were no questions where the response was below the state average. There were four questions where staff indicated 100% agreement: namely that the school is a safe place to work, that there are good working relationships with other staff, I get on well with the students in this school and the staff in this school put a lot of energy into their work.