Principal’s foreword

Introduction

In 2011 the school actions focused on improving student achievement through maintaining quality teaching practices and offering a curriculum that provided for the full range of student abilities. This report for Sunnybank State High School records the success of the school moving towards the goals established at the commencement of 2011. It provides an outline of the school context and our school at a glance - student enrolment, attendance, our curriculum, and academic results. It offers an overview of the staff profile and the performance of our students.

School progress towards its goals in 2011

Intended goals for 2011 included:

1. Maximising student achievement:
The subject areas of English, Maths and Science prepared for the implementation of the Australian Curriculum, attendance average for years 8 and year 8 demonstrated improvements, LOTE program has been reviewed with Japanese being expanded into years 8 and 9, long student disciplinary absences decreased and students achieving OP 1-15 increased by 18%

2. Indigenous Education and reform
Improved academic results and engagement of students in the PASS program, reduction in the reading, numeracy gap. The attendance gap did not improve and additional strategies have been instigated in 2012 to address this. The retention gap also increased.

3. Pathways
There was an increase in the attainment of QCE and VET results resulting in 98% of year 12’s with a SAT, QCE or Vet qualification. There was a 9% increase in apparent retention for years 10-12

4. Enrichment
Staff undertook professional development to enable them to embed higher order thinking strategies into their lessons and differentiate the curriculum for the full range of students.

5. Leadership
The school line management was reviewed and clarified in line with recommendations from the school Teaching and Learning audit.

6 Student services
100% of students with disabilities were verified and provided with individual education programs.
100% identified students were provided with access to support through the Regional plan for ESL/Refugees. The Schoolwide Positive Behaviour Program was continued and the Student Responsible Behaviour Plan was updated in line with this program

7. National Partnerships
In the first part of the year the school was able to nominate staff to coach literacy and numeracy strategies.
8. Corporate Services
The school trained three Workplace Health and Safety Officers and has an established WH&S committee that oversees safety issues on the school site.

Future outlook

Curriculum
Improvement in student achievement in NAPLAN
Implementation of the Australian Curriculum in English, Maths and Science
Improvement of 3% in all domains NMS and 4% in upper two bands
Improvement of 5% in As and Bs in all KLA and QCATs
Improvement of 1% for QCE and VET and 99% students completion QCE or VET qualification

Student engagement
Improvement to 85% for students in years 10-12
Improvement to 90% for attendance
Embedding of higher order thinking skills in all curriculum areas
Improved differentiation strategies for students
Indigenous students improvement of 5% in English, close the gap to 5% attendance, retention years 10-12 to 25% and 90% in work/study within 3 months of leaving school

Student Services
100% verified students have IEP
100% appropriately identified ESL students supported
SWPBS program continued and strengthened and Action Plans enacted

Corporate Services
WHSOs current and safety assessment complete
Improvement of 3% staff morale, facilities in School Opinion Survey
Finance – cost centres monitored monthly
ICT – NSSCF project implemented, schools moves to AA rating with 50% teachers with ICT certificate
Strengthen line management and feedback for staff
# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational  
**Year levels offered:** Year 8 - Year 12  

### Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>611</td>
<td>297</td>
<td>314</td>
<td>90%</td>
</tr>
</tbody>
</table>

### Characteristics of the student body:

The school opened in 1963 and is located in the suburb of Sunnybank, an area rich in tradition of market gardens. The school grounds are reminiscent of the rural background. Students attend Sunnybank from more than 20 different primary schools. The school is also well served by public transport both train and bus.

The richly multi-cultural composition of the school’s student and teaching community is built on the settlement heritage of families from Britain and Europe in the 19th Century and immigrants from Oceanic, East and south East Asian countries in the 1990’s and more recently from Eastern European, African and middle Eastern countries. In 2011 students came from over 50 different countries and spoke more than 53 different languages at home. Students’ religious and cultural backgrounds are reflective of their family’s nationalities.

## Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>NA</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>17.8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>16.7</td>
</tr>
<tr>
<td>All Classes</td>
<td>17.3</td>
</tr>
</tbody>
</table>

## School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>64</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>6</td>
</tr>
<tr>
<td>Exclusions</td>
<td>3</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

In 2011 Sunnybank High School offered a comprehensive curriculum for students leading to both tertiary and vocational pathways.

The Junior school curriculum is based on the nationally agreed Key Learning Areas of English, Maths, Science, Studies of Society and the Environment, the Arts, Technology, Health and Physical Education and LOTE and with some integration across areas.

In the Senior school students were able to choose from 28 Authority Subjects and 16 Subject Area Specifications.

Additionally the school scope of registration with QSA includes:

- Certificate 1 in Work Education
- Certificate 1 in General Construction
- Certificate 1 in Hospitality
- Certificate 1 in Textiles Clothing and Footwear
- Certificate 11 in Applied Fashion Design and Technology
- Certificate 1 in Work Preparation (Community Services)
- Certificate 11 in Community Services
- Certificate 1 in Business
- Certificate 11 Business
- Certificate 1 Information Technology
- Certificate 11 Information Technology
- Certificate 1 Information, Digital Media and Technology
- Certificate 11 Information, Digital Media and Technology
- Certificate 11 in Active Volunteering

The Languages Other Than English offered include Chinese from year 8 – 12, and intensive French program is provided in years 10, 11 and 12 and Japanese was offered in years 8 and 9 in 2011.

A specialist Science program is offered as an extension for students at the school as well as students from other nearby state schools. Other curriculum links occur in mathematics, drama, music, nutrition and robotics and sport.

Our school has strong links with local industry and business and provides students with a range of acclaimed vocational education pathways. In recent years Sunnybank High has gained recognition by Education Queensland as a winner in the Showcase Awards in the Senior Phase of Learning and Community and Partnership Links categories.

Tertiary bound students are able to commence their University or TAFE programs early, through joint programs with each of the major universities in Brisbane and the TAFE colleges.

Excellence programs are offered in Track and Field and in Rugby League and a program for Tennis is being developed.

An International Student Program is provided through Education Queensland International within the Brisbane South International Schools Alliance. In 2011, this program included students in both the International and Study Abroad programs.

An English as a Second Language unit is located within the school to support newly arrived students.
The school **Special Education Program** supports students both within the unit as well as mainstreamed students.

### Extra curricula activities

**Sporting:** Throughout 2011, students at all year levels displayed their talents in a range of sporting arenas. Student success was celebrated at the local, district and state level. A number of teams reached district finals. The Rugby League program enabled students to compete in competitions beyond the school sports program with a significant number of students achieving regional and state representation. Students have reached Australian teams for Badminton and state level for Cross Country. Whole school sporting events such as the swimming carnival and the track and field carnival were enthusiastically contested within the sports house structure.

A wide range of **recreational sports** was offered to engage student interest and abilities and promote a healthy lifestyle.

An **instrumental music program** offered instruction in percussion, woodwind and brass with students performing in a range of contexts. Other arts based activities are undertaken by all year 11 students and facilitated by an interagency community team with links to Brisbane City Council, PCYC and Griffith University.

**Multicultural Week** in March recognised the first cultures of many of our students. This is a time when the rich diversity of our school is celebrated.

Career Development and preparation is embedded within a Studies program. Senior students attend a range of career development expo’s. Year 10 students undertake a program of Work Experience that complements their Career Development program and their Student Education and Training Plan.

**Student leadership** is fostered with opportunities to develop student leadership, experiences and activities throughout all years. Camps are currently held in years 8 and 11 along with other challenge activities.

A **Primary links program** focusing across a range of areas is offered to extend primary school students and foster positive links with students, teachers and parents.

**Tertiary links** are in practice for students in the senior school to enable them to undertake their first year of post school studies whilst also completing their senior schooling program.

**SunnyStarters** is a pre-prep program with year 12 early childhood students offering a gross and fine motor literacy program with 3 and 4 year old students at Sunnybank Primary.

Students undertake Certificate 1 in Construction through links with Skills Tech other industry providers. Construction programs are provided with links with Skills Tech and Construction skills Queensland.

### 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 with technology embedded 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 all other subject areas. Staff are encouraged to achieve their ICT Certificate and Pedagogical licence through specific PD sessions.

Wireless and cable installation is complete across the school to support the “one is to one” NSSCF computer program. Students in year 11 have the option of a take home device with all year levels are able to access additional devices using a “trolley” program.
Our school at a glance

Social climate

Overall there has been an increase in levels of satisfaction in the school from students, parents and staff. The greatest increases have been in parent satisfaction that their child is “getting a good education” with an increase of over 7%, with students that they are “getting a good education” demonstrating an increase of over 21% and with ‘staff morale” demonstrating an increase of 7%

Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>74%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>75%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents are invited to become members of the Parent’s and Citizen’s Association which operates the school canteen and uniform shops. In association with the Multicultures Youth Interagency Team, parent forums are offered and focus on a range of topics relating to education and youth development. At these forums parents input into the school directions is sought and robust discussion assists school and community cohesion.

Parent teacher meetings are held twice a year – once after the Interim Term 1 report and again after the completion of the Semester 1 reports. Parents are encouraged to contact the school at any time to discuss their student’s progress. Sunnybank High is keen to continue to encourage parent involvement in their student’s education

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 relating to turning off air conditioning units and other electrical appliances when rooms are not in use. The school newsletter is offered by electronically to those families who are able to receive in this format and reduce the use of paper. Recycling of paper is an embedded practice in all faculties. The school has installed solar panels to feed electricity into the network. The school utilises the school bore for watering the oval as required

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>376,457</td>
<td>2,620</td>
</tr>
<tr>
<td>2010</td>
<td>369,638</td>
<td>2,903</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>2%</td>
<td>-10%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>62</td>
<td>35</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>56</td>
<td>26</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>19</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>43</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $48,304
This includes the costs of attendance at professional development activities as well as salaries for replacement staff.

The major professional development initiatives are as follows:

- Literacy
- Numeracy
Our staff profile

ICT's
New curriculum programs offered by Qld Studies Authority
Peer coaching for staff
Workplace Health and Safety
Membership of professional curriculum associations.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year
From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source
School income broken down by funding source is available via the My School website at

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

Search

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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>92%</td>
<td>89%</td>
<td>85%</td>
<td>88%</td>
<td>85%</td>
</tr>
</tbody>
</table>

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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-038: 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 Coordinators and Deputy Principals oversee the absences of students. Parents are requested to contact the school for all absences via the school "student absence" telephone line, a note outlining the reason for absence or by speaking directly to the school administration staff.

Parents and students are contacted by telephone and the departmental letters to explain and discuss absences. Parents are invited to the school to discuss school attendance and reasons why their child is not attending each day. Students who achieve 100% attendance each term are presented with a Principal’s Award and attendance is targeted as a School Wide Positive Behaviour initiative to assist students improve their outcomes.
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](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.

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.
Performance of our students

**Achievement – Closing the Gap**

In 2011 there were 34 Indigenous students in our school. There was a gap of apparent retention rate for Indigenous students of 45%. Attendance for indigenous students was 81.2% . NAPLAN results indicate the Mean Scale improvements as follows:

- Reading improved from 20 to 16
- Writing improved from 41 to -24
- Spelling improved from 5 to -6
- Grammar and Punctuation improved from 11 to 3
- Numeracy improved from 33 to 29

**Apparent retention rates Year 10 to Year 12.**

Year 12 student enrolment as a percentage of the Year 10 student cohort. 97%

**Outcomes for our Year 12 cohort of 2011**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>105</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>30</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>17</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>100</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>25</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>82</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>60%</td>
</tr>
<tr>
<td>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.</td>
<td>98%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (Qtac) applicants receiving an offer.</td>
<td>91%</td>
</tr>
</tbody>
</table>

**Overall Position Bands (OP)**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1-5</td>
<td>2</td>
</tr>
<tr>
<td>OP 6-10</td>
<td>6</td>
</tr>
<tr>
<td>OP 11-15</td>
<td>10</td>
</tr>
<tr>
<td>OP 16-20</td>
<td>10</td>
</tr>
<tr>
<td>OP 21-25</td>
<td>2</td>
</tr>
</tbody>
</table>
Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>21</td>
<td>4</td>
</tr>
</tbody>
</table>

In 2011 students at Sunnybank High were able to access Certificate 1 in Work Education, Construction, Information Technology, Hospitality, Textiles, Clothing and Footwear, Business, Work Preparation (Community Services)

Post-school destination information

Information relating to the post school destination are contained in the Next Step document on the next page.
NEXT STEP 2012
STUDENT DESTINATIONS
Sunnybank State High School

Introduction
This report is based on the findings of the Queensland Government Next Step survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the Next Step survey can be located at the Next Step website at www.education.qld.gov.au/nextstep

Response rate for Sunnybank State High School
Table 1 below reports the response rate for Sunnybank State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Sunnybank State High School in 2011.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1  Survey response rate

<table>
<thead>
<tr>
<th>Number of respondents</th>
<th>Number of students who completed Year 12</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>114</td>
<td>79.8</td>
</tr>
</tbody>
</table>

Definitions of main destinations
The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the state-wide report at www.education.qld.gov.au/nextstep

Summary of findings
In 2012, 59.3 per cent of young people who completed Year 12 at Sunnybank State High School in 2011 continued in some recognised form of education and training in the year after they left school.

The most common study destination was VET Certificate IV+ (22.0 per cent), followed by university (18.7 per cent). The combined VET study destinations accounted for 40.7 per cent of respondents, including 31.9 per cent in campus-based VET programs.

8.8 per cent commenced employment-based training, either as an apprentice (6.6 per cent) or trainee (2.2 per cent).

In addition to the above study destinations, a further 7.7 per cent of respondents from this school deferred a tertiary offer in 2012 (deferers are shown in Figure 1 in their current destination).

40.7 per cent did not enter post-school education or training, and were either employed (33.0 per cent), seeking work (6.5 per cent) or neither studying nor in the labour force (1.1 per cent).

Figure 1  Main destinations of Year 12 completers
Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who left school early moved into full time employment or continued training and education at other schools or training sites. Some students found the Get Set for Work programs more suited to their career options where they were able to develop a clearer understanding of their goals. Students in our International Student Study Abroad program remained at the school for up to three months and then returned to their homeland.