



Sunnybank Special School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Sunnybank State Special School provides individualised education programs for students with disabilities, both on the school campus and in community settings. These programs aim to develop each student's skills and abilities in independent living, academic and work skills and foster their functioning as a valued member of the community. Sunnybank Special School delivers quality education for students with a range of disabilities, in a supportive environment. The school is divided into four cohorts –Early Years (Prep – 2), Middle Years (3-6), Junior Secondary (7-10) and Senior Secondary (11-12). The school also benefits from an Early Childhood Development Program (EDCP) for students with an identified special need prior to prep age students- usually from 3 to 5 years of age. Students are grouped in accordance to age and educational needs. The Australian Curriculum (ACARA) forms the basis of Sunnybank Special School's Curriculum Framework. Sunnybank Special School's Pedagogical Framework is adapted from the established, research-based pedagogical framework, The Art and Science of Teaching (Robert Marzano). Sunnybank Special School utilises technology to transform the ways that students think, learn and communicate; ensuring that information and ideas can be shared in all learning areas at school, and in their lives beyond school.

To support student learning the school offers a wide range of extra curricula activities including; Cycling on the school's own track; Camps; Snoezelan Therapy in our dedicated room; Market Program; Cafe Ole; Travel Training; Trampolining; as well as Fine and Gross Motor Programs. Results of the School Opinion Survey reflect of high level of parent and teacher satisfaction with the school. At Sunnybank Special School we aim to provide a flexible, nurturing and tolerant environment where all students are encouraged to achieve their potential. Sunnybank Special School believes every student has the right to communicate and that Alternative and Augmented Communication is the foundation for developing communication skills (learning language for interaction) and developing language skills (using language for learning).

Principal's Forward

Introduction

Welcome to the 2016 School Annual Report. The annual report provides a summary of the progress towards the plan and goals of the 2015- 2018 Strategic Plan. Sunnybank Special is a co-educational state school offering exciting education from Prep year to year 12. Alongside these innovative and highly individualised educational programs, the school is very fortunate to conduct an early years intervention program, for students with a suspected disability, prior to compulsory school years.

Sunnybank Special School values

- The physical, social and emotional wellbeing development of the whole school community.
- The development of the whole learner.
- Continuous review through feedback and collaboration.
- Respect for traditions, customs and beliefs.
- A culture of respect for all.
- Open, honest and effective communication.

We believe that every child can learn through correct teaching practice and that Literacy is the foundation to independence, choice and contribution to the community in adult life. These ideals are pervasive throughout the development and implementation of all educational activities. The school community works collaboratively to ensure each student has the opportunity to reach their potential.

School Progress towards its goals in 2016

Priorities	Actions	Progress
Continued implementation of the Australian Curriculum	Create networks for Teachers to share ideas and planning, both in the school teams and with colleagues at nearby special schools. Engaging in Professional development of curriculum and pedagogy through SECC	Re-development of the whole school curriculum plan continues to be revised in 2017. Scheduled diagnostic assessments in English Class teachers are adapting C2C materials in the development of their class units in English, Maths, Science, History and Geography.
Communication of all	Develop a whole school communication policy School wide use of the Communication matrix Ensure each student has a communication goal	Teachers trained in the admission of and interpretation of data from the communication matrix Speech Pathologist engaged with planning and delivery of communication goals Teachers and Teacher Aides trained in the use of AAC and developing goals for students 2017- Development of draft Communication policy
Teaching Practice- Focus on high quality teaching practices		
Priorities	Actions	Progress
Develop collaborative teaching practices and provide a framework for sector teachers to moderate work from English and Maths. Teachers moderate students work at the end of a unit. Teachers in the school sectors meet at regular times and plan. Opportunities for teachers to visit others and watch how they work or provide feedback on an agreed item.	Development of sector teams as appropriate. Provision of team meeting times with guidance for sector specific agenda. Develop NCT timetable to allow teachers to plan together where possible. Staff meeting time devoted to moderation and discussion of student's work. Meetings mentored by Principal and HOC. Provision of a timetable to visit other classrooms and watch others work. Teachers trained in feedback tools and invited to classrooms and participating in feedback sessions.	Time allocated in staff meeting for sector agenda. Provision of sector meeting outside staff meeting times. Moderation in place. Timetabled visits to watch others work/ feedback classes has been made a priority for 2017. Draft policy for feedback and watching others work model completed 2017.
Use of Data	Teachers collecting data relating to standardized testing in Literacy and reading. Develop evidence based decision making practice- sectors moderate data and discuss/ share knowledge. Use of OneSchool application to collect and analyze data	School has an agreed Data plan. Set data is assigned and collected in term one, 2016. Staff engaged with training around guide to making judgments and initial training around moderation. Staff in 2016 are using the OneSchool platform to record data and analyze it for planning.

Numeracy	<p>2016/2017 use of Master Teacher to data collect about the teaching and delivery of Maths, especially for the students on a Highly individualised Curriculum.</p> <p>Sunnybank Special School staff will have the knowledge, skills and resources to implement the Sunnybank Special School Numeracy Plan in 2018</p>	<p>Master teacher is assisting the teachers in development of data tool for Maths.</p> <p>2018- internal coach for Numeracy will form part of the school curriculum structure.</p>
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Future Outlook

School Improvement Priorities 2017

Improvement priority -Improve literacy results using targeted comprehension intervention.

Strategy: Consolidate reading, writing and oral language with a narrow focus on comprehension.			
Actions	Targets	Timelines	Responsible Officer/s
<p>Teaching emergent readers comprehension</p> <ul style="list-style-type: none"> • Shared reading CAR approach • Letter identification • Concepts about print • Print to meaning • Phonemic awareness <p>Teaching conventional readers comprehension</p> <ul style="list-style-type: none"> • Print processing • Language comprehension • Letter identification 	<p>All classroom teachers will use Balanced Literacy (Four Blocks) pedagogy to teach literacy skills in their classrooms every day.</p> <p>Students participate in streamed literacy classes formed using the analysis literacy diagnostic data.</p>	<p>Throughout 2017</p>	<p>Principal</p> <p>HOC</p> <p>Classroom teachers</p>
<p>The provision of external and internal professional development to build capacity of staff.</p> <ul style="list-style-type: none"> • Use the support teacher in Literacy to develop the pedagogy and the consistency of practice across the school • Walk throughs • Case management sessions with Principal, HOC and Support teacher • Identified coaching sessions and • Additional speech language therapy support. 	<p>All teachers and teacher aides at Sunnybank Special School will further develop knowledge and skills in the teaching of literacy using Balanced Literacy (Four Blocks) pedagogy.</p> <p>Termly case management sessions using student data.</p> <p>Weekly walk throughs.</p> <p>All teachers working with the Support Literacy Teacher in differentiated professional development sessions.</p>	<p>Throughout 2017</p>	<p>Principal</p> <p>HOC</p> <p>SLT</p> <p>Classroom teachers and teacher aides</p>
<p>Establish a Literacy Support Teacher role in the school</p> <ul style="list-style-type: none"> • Using Tri School alliance cluster schools to observe and adapt best practice and models • Targeted external professional development • Embed the use of data into the planning and delivery of literacy lessons • Internal coaching with the HOC 	<p>With the use of Flexible staffing Sunnybank Special School will create a Literacy Support Teacher who will provide coaching and support to staff to develop the Sunnybank Special Literacy model.</p>	<p>Throughout 2017</p>	<p>Principal</p> <p>HOC</p> <p>Literacy key teacher</p>

Improvement priority- Improve communication results using school wide core vocabulary communication tools

Strategy: Develop the communication capability of students with complex communication needs requiring Augmentative and Alternative Communication systems (AAC)			
Actions	Targets	Timelines	Responsible Officer/s
<p>SLP in consultation with the class teachers analyse communication diagnostic results (Communication Matrix) and refine individual student next steps for communication.</p> <p>All identified students have individualised expressive and or receptive goals.</p>	<p>Identified students have communication assessment and communication tools to access curriculum.</p> <p>SLP to conduct training sessions on Communication Matrix and students working the General Capabilities for whole staff.</p> <p>Every classroom at Sunnybank Special School will contain communication "Look For" resources which support teachers' pedagogical practice.</p>	<p>Throughout 2017</p>	<p>Principal</p> <p>HOC</p> <p>Classroom teachers</p> <p>SLP</p>
<p>To consistently implementation the teaching of Communication in all settings, with a particular focus on Core Vocabulary- Proloquo2go</p> <p>Each classroom has the same core vocabulary communication set</p> <ul style="list-style-type: none"> ALS boards Core Vocabulary- Proloquo2go PODD books 	<p>Every classroom at Sunnybank Special School will contain common sets of communication resources which support teachers' pedagogical practice.</p> <p>All staff using universal core vocabulary AAC devices.</p> <p>Core Vocabulary visual in all settings of the school.</p> <p>All iPad's- set to core vocabulary Proloquo2go.</p> <p>All staff trained in the use of core vocabulary.</p>	<p>Throughout 2017</p>	<p>SLP</p> <p>Principal</p> <p>HOC</p> <p>Classroom teachers</p>
<p>The provision of external and internal professional development to build capacity of staff.</p> <ul style="list-style-type: none"> Use the Speech Language Therapist in communication to develop the pedagogy and the consistency of practice across the school Walk throughs Case management sessions with Principal, HOC and Support teacher Identified coaching sessions and <p>Additional speech language therapy support.</p>	<p>All teachers and teacher aides at Sunnybank Special School will further develop knowledge and skills in the teaching of communication</p> <p>Termly case management sessions using student data.</p> <p>Weekly walk throughs.</p> <p>All teachers working with the Speech Language Therapist and HOC, in differentiated professional development sessions</p>	<p>Throughout 2017</p>	<p>SLP</p> <p>Principal</p> <p>HOC</p> <p>Classroom teachers</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	39	15	24	1	100%
2015*	45	14	31	3	89%
2016	41	11	30	3	100%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Sunnybank Special School is a dynamic and growing school that provides educational programs for students aged from three to eighteen years of age. We are located in Sunnybank, Brisbane. The students are drawn from surrounding suburbs of Acacia Ridge, Coopers Plains, Salisbury, Eight Mile Plains, Archerfield and Rocklea.

All students who attend the school are diagnosed with an intellectual disability. Over 70% of these students have a dual diagnosis of Intellectual Disability and Autistic Spectrum Disorder. The school community has a very diverse multi-cultural background, with 80% of students coming from non- English speaking, refugee or migrant backgrounds.

There are seven classes in the school, consisting of 1 early year's class, 1 middle school class, 3 junior secondary classes and 2 senior classes. The school operates an Early Childhood Development Program for students prior to school age. The enrolment trend of the school has increased over the past year with enrolments coming from the new housing redevelopments in the local area.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3		5	5
Year 4 – Year 7		6	6
Year 8 – Year 10		6	6
Year 11 – Year 12		7	7

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Australian Curriculum is delivered on a whole school basis in the areas of English, Maths, Science, Geography and History for students who are working at P-2 levels. Teachers make curriculum decisions for students, based on their ability levels and these are documented in the Individual Curriculum Plan. Students are assessed on the selected parts of the achievement standard taught within any given semester and this is what is reported on twice a year, at the end of the semester. Curriculum is delivered through the use of the C2C SWD units resources (curriculum intent P,1,2) within the stated Key Learning Areas. These units are designed to be age appropriate whilst delivering curriculum at the student's current ability level.

Students working below Foundation level also access Australian Curriculum in areas of English and Maths. The focus for students working at these levels is on development of communication skills. Teachers write reportable descriptions (goals) in English and Maths which are communication based (comprehending and composing). These are devised with reference to the Australian Curriculum guidelines for SWD working below Foundation level and usually in consultation with the Speech Language Pathologist. Students are exposed to English and Maths concepts in the SWD C2C resources, with assessment and reporting based on the recorded reportable goals.

School-based units of work ensure a whole-school, scaffolded approach to learning, with continuity across the four school cohorts. Sunnybank Special School's Literacy Framework is embedded across all KLA's and is developed utilising the Four Blocks Way Literacy approach.

Transition Students (years 11 and 12) use the Guide for Individual Learning (GIL) as the curriculum for the senior years. Goals are developed, with the student and parents/ carers and the students undertake programs specific to their Queensland Certificate of Individual Achievement goals. Sunnybank Special School's Senior Program (years 11 and 12) offers ASDAN Subjects and individualised Programs that meet QCIA guidelines. These goals as well as the main, transition from school goals, are collated in the student's Senior Education Transition Plan

Individual Student Support Plans (ISSPs), Health Plans and specialist para professional plans support access to the curriculum via goals devised through parent/carer, school and specialist partnerships. Sunnybank Special School embeds learning through student engagement in meaningful and individualised learning experiences, including community-based learning, to assist students in the transference and generalisation of skills, and to promote access to and inclusion in the wider community. All students attending Sunnybank Special School receive an Individual Curriculum Plan (ICP).

Co-curricular Activities

Tri School's Fun Run

Tri School's Dance-a-thon

Brisbane Tram and Bus Art Competition

Multi-Cultural Day

Senior School Camp

Supported Work Experience

School Sports Day

Internal Work Experience

NAIDOC celebrations

Life Stream Sport

Townsend Buses Big Day In

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technology play a significant part in the life of students at Sunnybank Special School. All classrooms have an interactive whiteboard which have proven to be a highly effective tool in improving student engagement and access to the curriculum. The school currently has 50 iPads, which are used extensively throughout the school.

The staff use the OneSchool platform to record and develop Individual Curriculum Plans (ICP), create curriculum unit plans, report on and record the individual student's support provisions and behavior incidents, including positive recognition. Several staff members completed both online and face to face professional development activities relating to the use of ICT to support and enhance student learning and access to the curriculum.

Information and Communication Technologies (ICT's) are instrumental in ensuring that Sunnybank Special School delivers engaging curriculum, which is accessible by all. Sunnybank Special School ensures that the ICT needs of staff and students are met through focus on the following eLearning drivers.

1. **Working Digitally** – Sunnybank Special School staff are encouraged to use innovative e-learning strategies to drive student improvement.
2. **Effective processes and procedures** – Sunnybank Special School is committed to developing effective processes and supports that ensure eLearning and digital devices are working efficiently and for the purpose of improving student outcomes.
3. **Enabling learners** - students are provided with a range of eLearning opportunities that meet individual student need.
4. **Developing Professionals** – Staff at Sunnybank Special School have clear guidelines, expectations and professional development opportunities regarding the delivery of quality teaching and learning in a contemporary learning environment

Social Climate

Overview

Sunnybank Special school is proud of its Responsible Behaviour Plan. This plan outlines the school's responses to behavior communicated at the school and aligns to the Positive Behaviour for Learning framework. Students are widely exposed, through parades, class lessons, consistent and visible signage and in the playground to the expectations of:

- We are safe
- We are Successful learners
- We are Social

The implementation of this program is taught through explicit weekly lessons of the expectation, planned for and delivered in class.

Each week this focus expectation is taught. This expectation is introduced on Monday's parade and then followed up in each class. The expectation and success in following it is celebrated on a Friday parade with certificates and a prize. Each fortnight, the Newsletter highlights the "Gotcha's" and Student Expectation winners. The Data is collated from this process to inform decision making with behaviour support.

Each class has a tailored approach for their cohort and significant cues for displaying desired behaviour are communicated to the students and staff in the What I'm Looking For (WILF) charts, in each room.

Sunnybank Special has a number of community agency partnerships focussing on student social wellbeing and community participation. There are strong partnerships established with Regional student support teams and the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	80%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)			
they like being at their school* (S2036)			
they feel safe at their school* (S2037)			
their teachers motivate them to learn* (S2038)			
their teachers expect them to do their best* (S2039)			
their teachers provide them with useful feedback about their school work* (S2040)			
teachers treat students fairly at their school* (S2041)			
they can talk to their teachers about their concerns* (S2042)			
their school takes students' opinions seriously* (S2043)			
student behaviour is well managed at their school* (S2044)			
their school looks for ways to improve* (S2045)			
their school is well maintained* (S2046)			
their school gives them opportunities to do interesting things* (S2047)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	100%	100%
they feel that their school is a safe place in which to work (S2070)	89%	81%	100%
they receive useful feedback about their work at their school (S2071)	89%	81%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	75%	70%
students are encouraged to do their best at their school (S2072)	94%	100%	100%
students are treated fairly at their school (S2073)	94%	100%	100%
student behaviour is well managed at their school (S2074)	89%	94%	100%
staff are well supported at their school (S2075)	88%	81%	100%
their school takes staff opinions seriously (S2076)	94%	88%	100%
their school looks for ways to improve (S2077)	94%	100%	100%
their school is well maintained (S2078)	94%	100%	100%
their school gives them opportunities to do interesting things (S2079)	88%	94%	100%

* 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

Parent Partnerships play a vital role in ensuring student needs are met and appropriate targets are set for students attending Sunnybank Special School. Parents are involved in their child's education in the following ways. The school fosters an open door policy for parent to access class teachers, school leaders and administration staff. The school continues to find interesting and innovative ways to engage parents in school activities and celebrations.

Twice a year, parents/ caregivers meet with the class teacher and other school team members to discuss and review the student's Individual Curriculum Plan (ICP) and Senior Education Transition plans (SET plans) – for senior students. This meeting determines the direction of the student's curriculum goals for the next six-month period.

The ICP and SET plan for each student is future oriented and deals with their ability to access the curriculum and the differentiation needed. ICP's and SET plans are constructed with the parent/s and record the necessary adjustments to the student's curriculum.

Parents are consulted and invited to participate in the Educational Adjustment Profile (EAP) process, outlining the educational need of their child.

Regular contact is kept between families and school through communication books, phone class, text messages, meetings, personal contacts and via email.

Parents and carers are sent a copy of the School Newsletter each fortnight and these newsletters are posted on the school's website. Each addition of the newsletter is a special colour version and records the excellent work of a special class and the other special events of the time.

Parents are invited to participate in school committees and to attend school events and celebrations. Attendance levels and involvement of parents and carers at P and C meetings were maintained during 2016, making it a strong P and C

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Sunnybank Special School's rules are Be safe, Be social and Be a successful learner. As part of the school's Positive Behaviour for Learning (PB4L) processes, students receive direct teaching about school rules and are rewarded when they display appropriate behaviours, linked to school rules. The philosophy of rewarding positive behaviours is implemented across the whole school.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	1	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Sunnybank Special School's staff are committed to reducing the environmental footprint through processes and procedures supporting efficient use of electricity (lights out when appropriate) and water to ensure that waste is reduced across the school. Sunnybank Special School Administration continues to support the efficient use of school resources and the reduction in inappropriate usage. At Sunnybank Special, Solar Panels assist in the reduction of electricity consumption. Air conditioning is used in classrooms and they are set to a standard 24C in economy mode. Water usage is monitored and the school utilizes a rain water tank for gardens and lawns. School policy is to turn off electrical appliances and lights when not in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	55,408	834
2014-2015	37,158	163
2015-2016	46,934	

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

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	16	0
Full-time Equivalents	11	10	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	
Bachelor degree	9
Diploma	
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 2016 were \$19532.20

The major professional development initiatives are as follows:

- QASEL State Conference
- Education Queensland Annual Mandatory Training
- Four Blocks school conference and workshop
- Seizure Management
- Communication Matrix
- Assistive Technology courses
- Proloquo2go course
- QCAA curriculum courses
- OneSchool Applications and Training
- Senior First Aid and CPR
- Peer Learning Circles
- Observation and Feedback – Process and Procedure
- SECC PLC's and Conference

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	79%	88%

*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 2016 for all Queensland Special schools was 89%.

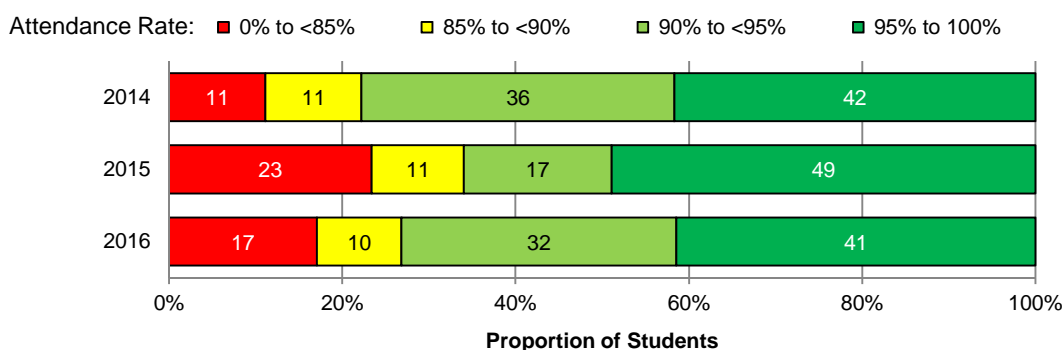
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015	96%	81%	DW	DW	89%	93%	94%	88%	80%	91%	DW	99%	87%
2016		95%	DW		DW	92%	94%	96%	79%	81%	83%	73%	88%

*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 DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Full attendance is expected at Sunnybank Special School, however Administration staff are aware that student attendance is impacted by health and disability based issues. Sunnybank Special School's attendance procedures are as follows

- Rolls marked twice per day,
- Families contacted on day of absence via SMS alert,
- School processes aligned with Queensland Education Enrolment Policy,
- Transport assistance to support students travelling to and from school, and
- Sunnybank Special School rewards students for positive behaviours through PB4L awards.

Students whose attendance is 95%+ receive a certificate at the end of each semester.

If absences are unexplained or have been for three or more days, the school administration contacts the parents/ cares to obtain an explanation. Students with unusual or high rates of absences from school are targeted, along with their parents/ caregivers for tailored, individual programs, designed to have the students included and back at school, learning and recognising the value of consistent education.

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	2014	2015	2016
Number of students receiving a Senior Statement	1	8	3
Number of students awarded a Queensland Certificate of Individual Achievement.	1	8	3
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	1	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
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.			
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.	0%	13%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

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
2014	0	0	0	0	0
2015	0	0	0	0	0
2016	0	0	0	0	0

As at 3rd February 2017. 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
2014	0	0	0
2015	1	0	0
2016	0	0	0

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016

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

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

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

Early leavers information

Due to the nature and needs of the student population, very few students leave before they complete the 24 semesters. If a student was to leave early, they would be referred to external support agencies and a community based service provider by the school. To ensure smooth transition of every student from school to their post school life, the school works with the student, the Parents/ Carers and support agencies.