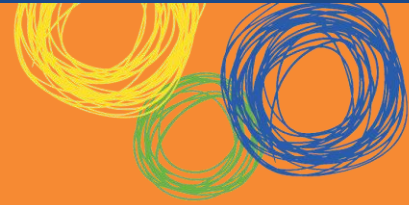


Sunnybank Special School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Nicole Finch

Principal's Foreword

Introduction

Please find below the 2013 School Annual Report for Sunnybank Special School. The report briefly highlights achievements that occurred in 2013 and also summarises key areas of anticipated direction in 2014.

School Goals and Progress Toward Goals in 2013

Goals 2013

- Increase teacher knowledge and understanding of Australian Curriculum and support teachers to plan units of work using OneSchool and C2C SWD Resources
- Implement whole school pedagogical practices focusing on School Wide Positive Behaviour Support expectations
- Focus on high quality teaching practices through school resource management to implement curriculum and data collection to inform planning, teaching and assessing students
- Empower staff to take ownership of and contribute to operation of school through sharing of information and data, increased decision making capacity and implementation of Developing Performance Plans to take ownership of own professional learning

Queensland State School Reporting

2013 School Annual Report



<p>Increase teacher knowledge and understanding of Australian Curriculum and support teachers to plan units of work using OneSchool and C2C SWD Resources</p>	<ul style="list-style-type: none"> • Implemented the C2C SWD Curriculum intent P-2 Units, in the middle school for English, Mathematics and Science. • Used C2C as a resource for planning across the school for unit planning • Consolidated the effective use of digital tools including OneSchool to plan, assess and report • Provided professional development to support and mentor staff in curriculum implementation • Utilised Australian Curriculum content descriptors in English and Maths for Senior School and link to QCIA curriculum organisers • Implemented the Australian curriculum in English, maths, science and history • Utilised OneSchool to plan units of work • Implemented scheduled diagnostic assessments across the school and digital portfolio's • Scheduled clear timelines for planning, assessments and data collection for teaching staff • Developed school template for Individual Behaviour Management plans. • Used OneSchool to record individual and whole school behaviour records • Held fortnightly Curriculum Meetings • Received very good results in Teaching and Learning Audit
<p>Implement whole school pedagogical practices focusing on School Wide Behaviour Support expectations</p>	<ul style="list-style-type: none"> • Completed Tier 1 SWPBS Training • Held fortnightly SWPBS Team Meetings • Developed and implemented SWPBS Framework and Action Plan for reintroduction of SWPBS expectations and program to school community • Reviewed Responsible Behaviour Plan with a focus on SWPBS • Kept school community informed through newsletters and information on SWPBS expectations and processes • Whole staff input on redevelopment of current SWPBS program resulting in program being modified including new icons, matrix and minor and major data collection framework. Designed marketing for implementation Jan 2014. • Created whole school SWPBS lessons for Monday parade • Held Friday afternoon parade to acknowledge students following SWPBS expectations
<p>Focus on high quality teaching practices through school resource management to implement curriculum and data collection to inform planning, teaching and assessing students</p>	<ul style="list-style-type: none"> • Used diagnostic assessment tools such as PM Benchmarks and Magic 100/200 Words for reading levels and assessment on progress • Developed Communication Matrix and Key Word Sign Profile for all students to monitor communication development • Used OneSchool to record and analyse data on behaviour, attendance, academic achievement and attainment of IEP goals

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	<ul style="list-style-type: none"> • Conducted professional development on use of OneSchool and other strategies to collect and analyse data • Analysed data from IEPs to inform whole school and individual student improvement strategies • Implemented BookMark system in school library • Established process for identifying need for and purchasing resources to support implementation of Australian Curriculum • Employed ICT Technician to ensure ICT in working order and adequate resources to support teacher pedagogy
<p>Empower staff to take ownership of and contribute to operation of school through sharing of information and data, increased decision making capacity and implementation of Developing Performance Plans to take ownership of own professional learning</p>	<ul style="list-style-type: none"> • Empowered staff through knowledge, trust, increased decision making and collaborative processes to increase ownership of school processes/practices • Delegated leadership of school priorities to staff through development of school committees • Implemented Developing Performance Plan process for all staff • Developed an annual school Professional Learning Plan to identify targeted professional development in line with school improvement priorities and staff identified goals in DPP • Used flexible timetabling to release teachers for extra NCT to discuss unit plans • Centralised curriculum resourcing purchasing procedures. • Redesigned and catalogued library for greater access to resources and teaching aids for teachers and parents. • Established whole school iPad management plan and iPad application procedures.

Future outlook 2014 Goals

- Improve student literacy focusing on the Four Blocks Literacy Model with targeted data collection to inform planning and teaching practice
- Focus on high quality teaching practices through development of a whole school pedagogical framework
- Raise school profile and cultural inclusivity within local and wider school community
- Develop the capabilities of staff in alignment with priorities identified in Developing Performance Plans

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Secondary Special

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	40	11	29	97%
2012	42	12	30	97%
2013	38	11	27	97%

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

Characteristics of the student body:

Sunnybank Special School is a small school that provides educational programs for students aged from four to eighteen years of age. All students who attend the school are diagnosed with an intellectual impairment with 70% of these students having a dual diagnosis of intellectual impairment and Autistic Spectrum Disorder. The school community has a very diverse multi-cultural background, with 80% of students coming from a non-English speaking, refugee or migrant background.

We are located in Sunnybank, Brisbane with students drawn from surrounding suburbs of Acacia Ridge, Coopers Plains, Salisbury, Eight Mile Plains, Archerfield and Rocklea. These suburbs are characterised by low socio-economic status and a high refugee, migrant and non-English speaking population.

There are six classes in the school consisting of 1 Junior, 2 Middle, 1 Junior Secondary and 2 Senior classes. The enrolment trend of the school has declined over the past two years with a larger than usual number of students due to exit the school in 2013.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	5	5	5
Year 4 – Year 7 Primary	5	5	5
Year 7 Secondary – Year 10	6	7	7
Year 11 – Year 12	5	5	5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013

Our school at a glance

Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Sunnybank Special School implement the Australian Curriculum throughout the school in English, Maths and Science utilising the Curriculum into the Classroom (C2C) online resources.

- Market Program
- Bike Riding Program
- Multi-Sensory Program
- Visual Arts Program
- Perceptual Motor Program
- Community Based Learning Program
- School Wide Positive Behaviour Support Program
- Speech Therapy, Physiotherapy and Occupational Therapy Program
- Work Experience Program
- Post School Options Program

Extra curricula activities

- Darling Point Fun Run
- Brisbane Tram and Bus Art Competition
- Girl Guides
- School Sports Day
- Showman's Guild Fun Day
- Life Stream Sport
- Rotary Picnic
- School Sports Day

How Information and Communication Technologies are used to assist learning

Information and Communication Technology play a significant part in the life of a student 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 45 iPads which are used extensively throughout the school. Staff have commenced the use of OneSchool to assist with curriculum unit planning, reporting and the recording of support provisions and behaviour incidents. 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.

Social climate

The school has in place Responsible Behaviour Plan which outlines the school's responses to behaviour in the school. This plan aligns with the School Wide Positive Behaviour Support Program implemented within the school. Students are widely exposed to the expectations of:

- We are Safe
- We are Supportive
- We are Social

In 2013 the whole school staff were involved in the redevelopment of the SWPBS Program to reflect the new expectations of:

We are Safe

We are Social

We are Successful Learners

This program will be implemented from the first day of 2014.

School opinion survey results indicate that 100% of parents feel that their children are safe at the school and are treated fairly. Students do not respond to this survey. Other strategies implemented by the school included continuing to implement the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools.

Our school at a glance

Parent, student and staff satisfaction with the school

According to the 2013 School Opinion Survey, parents and staff view the special school in a very positive light with almost all items being 100% satisfaction. This result is very comparable to the 2012 results.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	94%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	95%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	96%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	95%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%

Our school at a glance

their school is well maintained (S2078)	95%
their school gives them opportunities to do interesting things (S2079)	100%

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

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

Involving parents in their child's education

Twice a year parents are invited to visit the school to discuss their child's individual education plan and additional visits to the school are encouraged and welcomed. Communication books are used by the teachers to stay in regular contact with parents regarding class programs, student progress and daily events.

The small school P & C take an active role in promoting Sunnybank Special School. The school newsletter is issued on a weekly basis and contains detailed information regarding the school and classroom programs. The school Year Book continues to be issued annually to all students and provides a snapshot of the school's activities for the year.

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 presented data indicate a 20% increase in the electricity usage from 2011/12 – 2012/2013 and a 55% increase in water consumption. The increase in water consumption can be partially attributed to increased beautification of the school grounds and the development of a memorial garden which required significant maintenance. The increase in electricity usage is comparable to electricity usage in 2010/2011.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	49,313	313
2011-2012	40,553	236
2012-2013	48,572	495

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

Our staff profile

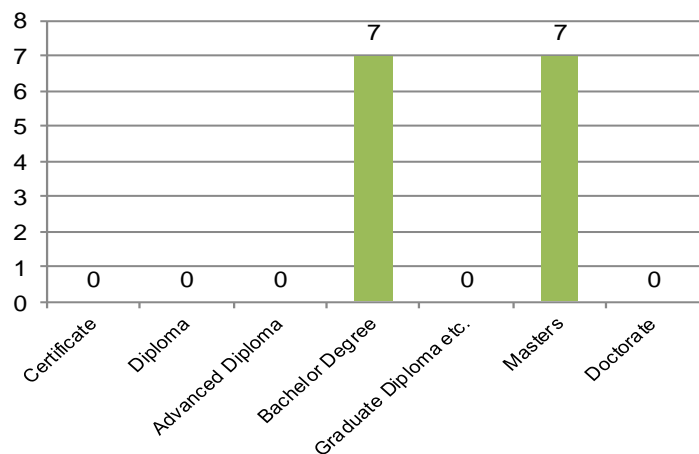
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2013 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	14	16	0
Full-time equivalents	14	9	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.	0
Masters	7
Doctorate	0
Total	14



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 was \$3 200. The major professional development initiatives were as follows:

- Senior First Aid and CPR
- QASEL State Conference
- Australian Curriculum
- School Wide Positive Behaviour Support – Tier One
- Proloquo2Go iPad Application
- Mentoring and Coaching
- OneSchool
- Queensland Certificate of Individual Achievement
- Non-Violent Crisis Intervention

All teachers and teacher aides also accessed a range of free online and face-to-face professional development programs funded by More Support for Students with Disability (MSSWD).

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

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 78% of staff were retained by the school for the entire 2013 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	85%	89%
The overall attendance rate in 2013 for all Queensland state Special schools was 89%.			

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

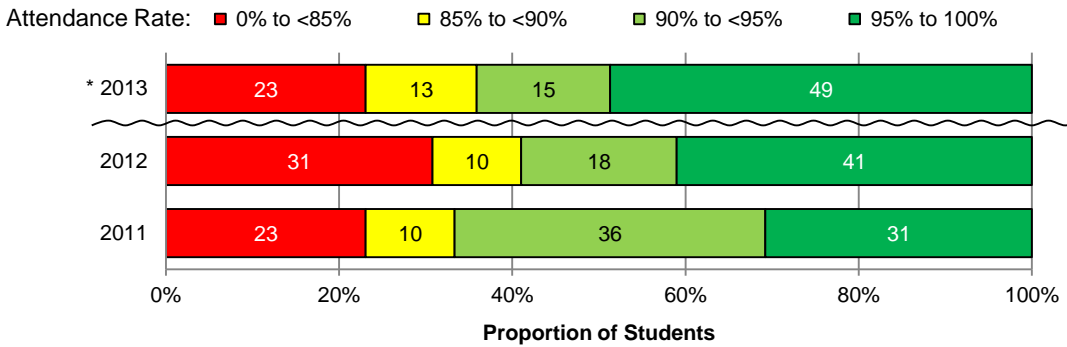
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011												
2012												
2013												

DW = Data withheld to ensure confidentiality.

Student attendance rates for each year level has not been included to maintain student privacy as the majority of cohort sizes are less than five students.

Student Attendance Distribution

The proportions of students by attendance range.



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

Performance of our students

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-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

There are two additional checks in relation to school attendance which are conducted when students arrive at school either by their parents or contract bus and again when they depart school. If a student is absent from school, an Absentee Slip is recorded stating the students name, class and reason for the absence. All classroom teachers mark the roll daily and parents are expected to contact the school to report a student absence. Unexplained absences of 3 days or more are followed up by school administration.

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/>.

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'** textbox.

Find a school

Search by school name

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Sector Government
 Non-government

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 2013 attendance of indigenous students was 95.6% which is greater than attendance by non-indigenous students which was 89%.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	3	5	8
Number of students awarded a Queensland Certificate Individual Achievement.	3	5	8
Number of students receiving an Overall Position (OP).	0	0	0
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	0	1
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
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP1-15 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%	0%	13%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	0	0	0	0	0
2012	0	0	0	0	0
2013	0	0	0	0	0

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2011	0	0	0
2012	0	0	0
2013	1	0	0

As at 5 May 2014. The above values exclude VISA students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

In 2013 there were no early school leavers.