

Sunnybank Special School

Queensland State School Reporting

2015 School Annual Report



Postal address	79 Troughton Road Sunnybank 4109
Phone	(07) 3323 2888
Fax	(07) 3323 2800
Email	principal@sunnybanspecs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Darren Greenway

Principal's foreword

Introduction

Welcome to the 2015 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 2015

Priorities	Actions	Progress
Continued implementation of the Australian Curriculum	Use the school newsletter to informparents and community of the subject choice on offer	<p>Re-development of the whole school curriculum plan continues to be revised in 2106</p> <p>Scheduled diagnostic assessments in English</p> <p>Class teachers are adapting C2C materials in the development of their class units in English, Maths, Science, History and Geography.</p>

Communication of all	<p>Develop a whole school communication policy</p> <p>School wide use of the Communicationn matrix</p> <p>Ensure each student has a communication goal</p>	<p>Teachers trained in the admission of and interpretation of data from the communication matrix</p> <p>Speech Pathologist engaged with planning and delivery of communication goals</p> <p>Teachers and Teacher Aides trained in the use of AAC and developing goals for students</p> <p>2106- Development of draft Communication policy</p>
Teaching Practice- Focus on high quality teaching practices		
Priorities	Actions	Progress
<p>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.</p> <p>Opportunities for teachers to visit others and watch how they work or provide feedback on an agreed item</p>	<p>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 students work. Meetings mentored by Principal and HOC.</p> <p>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.</p>	<p>Time allocated in staff meeting for sector agenda. Provision of sector meeting outside staff meeting times.</p> <p>Moderation trialled for semester one reporting period- 2016.</p> <p>Timetabled visits to watch others work/ feedback classes has been made a priority for 2106.</p> <p>Draft policy for feedback and watching others work model completed 2016.</p>
<p>Refinement of Four Blocks Literacy Model</p> <p>Raise awareness in the school community of this program</p>	<p>Staff trained in Four Blocks. Key staff identified and supported to be coaches</p> <p>Use of parent information sessions and newsletter articles</p>	<p>Continued development of key staff and refinement of the school program. 2016- school program overhaul responding to key recommendations from consultant Jane Farrall.</p> <p>Continue to publicise in school media, newsletter, parades and website.</p>
Use of Data	<p>Teachers collecting data relating to standardised testing in Literacy and reading.* (2015/2016 use of master Teacher to data collect in Maths).</p> <p>Develop evidence based decision making practice- sectors moderate data and discuss/ share knowledge. Use of Oneschool application to collect and analyse data</p>	<p>2016 – school has an agreed Data plan. Set data is assigned and collected in term one, 2016. *Master teacher is assisting the teachers in development of data tool for Maths.</p> <p>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 analyse it for planning.</p>

Future outlook

In 2016 the school has two identified priorities-

Priority One- Improve literacy results by focused listening and reading comprehension strategies. Improve communication results using school wide core vocabulary communication tools. This priority will be achieved by the following strategies:

- Establish an individual student baseline data profile process and documentation for Literacy
- Consolidate reading, writing and oral language, with a particular focus on comprehension
- Develop the communication capability of students with complex communication needs requiring Augmentative and Alternative Communication Systems

Priority Two- Ensure all senior students are delivered the Guide to Individual Learning (GIL) Curriculum and graduate with a QCIA certificate. This priority will be achieved by the following strategies:

- Embed the Guide for Individual Learning as the Senior Curriculum
- Implement ASDAN to compliment Senior School curriculum

Explicit Improvement Agenda	Progress
Improve Literacy and Communication results with a narrow focus on comprehension and AAC core Vocabulary in all learning areas, explicitly during Four Blocks Literacy Groups.	Semester One 2016 Whole school consistent data tools established. Four Blocks groups developed using whole school data tools Core Vocabulary mandated in all classrooms. All Proloquo2go apps set to Core Vocabulary Consolidation and teaching of comprehension planned for daily.
Implement Guide for Individual Learning (GIL) planning and documentation for senior years students with the inclusion of ASDAN resources.	Semester One 2016 All senior classes planning and reporting using the GIL framework Semester One 2016 One senior class is trialling ASDAN – Towards Independence to complement GIL plans.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	38	11	27	1	97%
2014	39	15	24	1	100%
2015	45	14	31	3	89%

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 2015, 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:

Sunnybank Special School is a small school that provides educational programs for students aged from three to eighteen years of age. We are located in Sunnybank, Brisbane with students 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 years class, 2 middle school class, 2 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			5
Year 4 – Year 7 Primary			6
Year 7 Secondary – Year 10			6
Year 11 – Year 12			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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	1	1
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.

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; however assessment and reporting are based on the recorded reportable goals.

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. These goals as well as the main, transition from school goals, are collated in the student's Senior Education Transition Plan. In 2015, a senior class began the ASDAN program to compliment and facilitate work undertaken in the GIL.

Extra curricula activities

Darling Point Fun Run

Brisbane Tram and Bus Art Competition

Multi-Cultural Day

School Sports Day

NAIDOC celebrations

Life Stream Sport

How Information and Communication Technologies are used to improve learning

Information and Communication Technology play a significant part in the life of student's at Sunnybnak 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..

Social Climate

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 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.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	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)	95%	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)	95%	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)	95%	100%	80%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
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)			

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	89%	81%
they receive useful feedback about their work at their school (S2071)	100%	89%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	91%	75%
students are encouraged to do their best at their school (S2072)	100%	94%	100%
students are treated fairly at their school (S2073)	100%	94%	100%
student behaviour is well managed at their school (S2074)	100%	89%	94%
staff are well supported at their school (S2075)	100%	88%	81%
their school takes staff opinions seriously (S2076)	100%	94%	88%
their school looks for ways to improve (S2077)	100%	94%	100%
their school is well maintained (S2078)	95%	94%	100%
their school gives them opportunities to do interesting things (S2079)	100%	88%	94%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Parents are involved with school life in a variety of 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 calls, 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 edition 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 parent at P and C meetings were maintained during 2015.

Reducing the school's environmental footprint

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 utilises a rain water tank for gardens and lawns. School policy is to turn off electrical appliances and lights when not in use.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	48,572	495
2013-2014	55,408	834
2014-2015	37,158	163

*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.

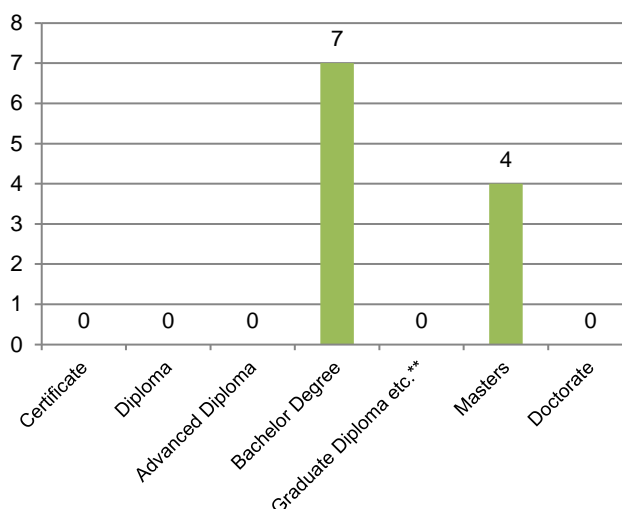
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	15	17	0
Full-time equivalents	13	10	0

Qualification 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	4
Doctorate	0
Total	11



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 10311.19

The major professional development initiatives are as follows:

- QASEL State Conference
- Four Blocks school conference and workshop
- Assistive Technology courses
- Proloquo2go course
- QCAA curriculum courses
- Oneschool Applications and Trianing
- Senior First Aid and CPR
- Peer Learning Circles

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 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**' text box.

Find a school

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	91%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	79%

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 attendance rate in 2015 for all Queensland Special schools was 89%.

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

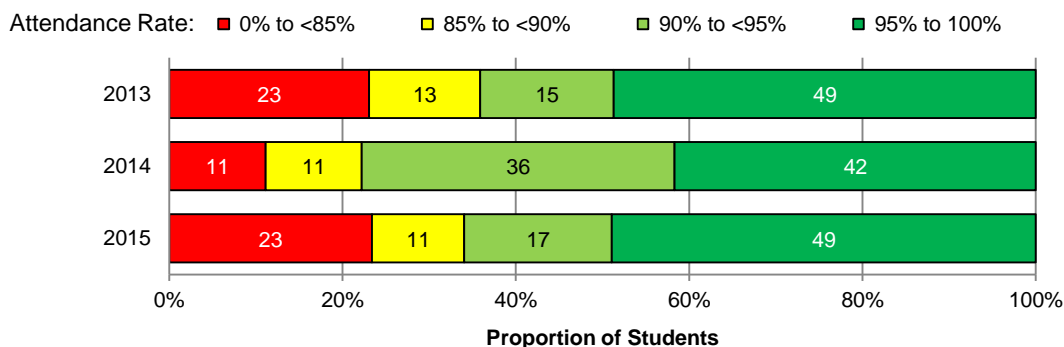
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013													
2014													
2015	96%	81%	DW	DW	89%	93%	94%	88%	80%	91%	DW	99%	87%

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Sunnybank Special School, Class Rolls are marked each day showing student attendance at morning and afternoon sessions. The rolls are entered directly into Oneschool. The electronic rolls are checked weekly by the school administration team. Parents

and caregivers are requested to contact the school to explain why their child is absent from school. This can be actioned by telephone, text message, note or sick certificate sent in or verbal message via the school bus supervisors. If absences are unexplained or have been for three or more days, the school administration contacts the parents/ caregivers 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.

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' text box**.

Find a school

The image shows a search form titled 'Find a school'. It has a blue background. At the top, there is a white input field labeled 'School name' and a red button with the word 'GO' in white. Below this is another white input field labeled 'Suburb, town or postcode'. Underneath that, the text 'Sector:' is followed by two checkboxes: one for 'Government' and one for 'Non-government', both of which are checked. At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.

Where it says **'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.

Apparent retention rates Year 10 to Year 12

	2013	2014	2015
--	------	------	------

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.

Outcomes for our Year 12 cohorts

	2013	2014	2015
--	------	------	------

Number of students receiving a Senior Statement	8	1	8
---	---	---	---

Number of students awarded a Queensland Certificate of Individual Achievement.	8	1	8
--	---	---	---

Number of students receiving an Overall Position (OP)	0	0	0
---	---	---	---

Outcomes for our Year 12 cohorts	2013	2014	2015
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).	1	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
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.	13%	0%	13%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	0	0	0	0	0
2014	0	0	0	0	0
2015	0	0	0	0	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	1	0	0
2014	0	0	0
2015	1	0	0

As at 16 February 2016. The above values exclude VISA students.

Sunnybank Special is proud of its partnerships with external agencies. Working with Autism Queensland in 2015, one of our students completed a Certificate one in Information Technology.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 school leavers information

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

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.