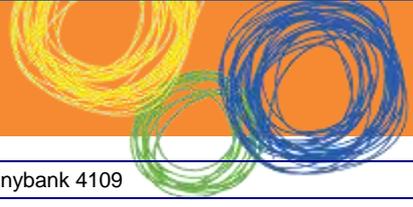


Queensland State School Reporting – 2011

Sunnybank Special School (3078)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .

Contact Person Megan Deakin: Principal

Sunnybank Special School
Exceeding expectations

Principal's foreword

Introduction

Sunnybank Special School provides a specialised program for students with disabilities. This is provided in a small caring and safe environment where all students are encouraged to achieve their full potential. We have eight classes across the school.

We believe that all students are capable of learning and our challenge is to meet their individual learning needs. The curriculum is specifically designed to meet the needs of the students who attend our school. All students have the opportunity to develop strong foundation in functional literacy and numeracy.

Sunnybank Special School prides itself on its high quality individualised education that is enhanced by giving all students access to the latest technology to support their learning. We have interactive whiteboards in every classroom and are participating in a trial of the use of ipads to support education and communication.

School progress towards its goals in 2011

1. Each student has a priority goal in the area of communication and or literacy that is reported on through the IEP review and school report
2. All teachers are using OneSchool to plan curriculum in Units and deliver them in learning contexts meaningful to the students
3. Consistent student profiles are set up and implemented across the school
4. All students are participating in the use of ICTs across all curriculum areas with a new focus incorporating the use of ipads
5. There is active participation in the SWPBS moving into level 2 with direct teaching of rules to all students and Individual Behaviour Support Plans for all students with complex or severe and challenging behaviours

Future outlook

1. 100% of students to have a priority goal in the area of communication and or literacy and this is reported on in IEP reviews and through school reporting
2. 50% of students to have a priority goal in the area of functional numeracy and this is reported on in IEP reviews and through school reporting
3. There is a 0% gap between Indigenous and non-Indigenous attendance rates
4. 100% of students graduate with a Queensland Certificate of Individual Achievement (QCIA)
5. Consolidation of the number of productive relationships between the school and external groups and agencies providing post school

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Special

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
40	11	29	97%

Characteristics of the student body:

The school caters for students aged 4 - 18 years. There are currently 40 students enrolled at Sunnybank State Special School. It supports a range of inclusive options for students with disabilities.

All permanently enrolled students have been verified as having an intellectual and or autistic impairment, sometimes in combination with other impairments. All students require alternative programs, an alternative setting, individual education programs and specialist teacher support.

The school has an ongoing inequitable distribution of gender with 72% of the population being male. There is also an uneven spread of ages, with the school being continually 'top heavy'.

Students come from a broad range of social and cultural backgrounds, as well as refugees. The school has high level of multicultural and ESL enrolments.

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

Phase	Average Class Size
Prep – Year 3	4
Year 4 – Year 10	5
Year 11 – Year 12	6
All Classes	5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

- The two Junior classes programs have a major focus on communication, emergent literacy, and emergent numeracy and life skills within the C2C curriculum framework.
- The two Intermediate classes programs have a major focus on expanding communication, establishing literacy, and numeracy and life skills with the C2C curriculum framework.
- The four Senior classes programs have a major focus on generalising communication, functional literacy, and numeracy and life skills with the C2C curriculum framework.
- Senior class students may participate in vocational education programs, work experience and other transition programs.

Extra curricula activities

- Cycling – on the dedicated school cycling track
- Camps – at a variety of sites each year
- Horse Riding – at the McIntyre Centre
- Snoezelen Therapy – in the purpose built white room
- Market Program – life skills program across the senior school
- Cafe Cool – a weekly café program
- Travel Training – on the full range of public transport
- Lunch Program – organised by classes and operated across the school
- Tenpin Bowling – at local venues
- Fine and Gross Motor Program – for each class weekly
- Trampolining – individual activity in school gym

How Information and Communication Technologies are used to assist learning

All students and staff have access to a variety of ICTs across their school day including

- Computer and internet access
- ipads across the school
- Digital Cameras and Video Cameras
- Data projector
- Television, Nintendo Wii's and DVD
- Electronic Cash Register and scales

Our staff profile

- Switch activated toys
- Augmentative communication devices
- Interactive whiteboards

To enhance and facilitate student access to ICTs, we also use a variety of assistive technology including:

- Literacy and Numeracy Support Software
- Switches
- Iconic Communication Support Software
- Supportive Hardware

Sensory-motor 'Snoezelen' activities are incorporated into the school's ICT agenda

Social climate

At Sunnybank Special School students and staff come from a broad range of social, cultural and refugee backgrounds. The school is proud of its high level of multicultural enrolments.

School students and their families are involved in a large number of school activities. These include the school sports day, multicultural day and the end of year awards and school concert. All students are active participants, supported by their families and the community. These events are highlights of the school year.

The school participates in a number of community events such as the Lions Circus, Rotary Picnic, Darling Point Fun Run, Bus and Tram Art Competition and Special Mini Ekka. These provide an opportunity for the students to share with the wider community.

To support family and community involvement, the school has a number of specialised facilities

- A large indoor gymnasium where gross motor therapy, physical education and music therapy programs are implemented. This facility is also used for school assemblies and performances
- A Snoezelen Therapy Room - multi sensory stimulation white room
- A Bike Track and a large range of bicycles, tricycles and scooters. Some are modified for use of students with physical disabilities
- Two separate, securely fenced Adventure Play areas for Junior and Senior students
- A wheelchair accessible bus provided by Education Queensland to facilitate access to community learning environments. This bus is shared with 2 other schools.
- Two minibuses funded by the gambling fund, variety club and local football club. These buses are available for student outings 5 days per week. One bus is wheelchair accessible

Parent, student and teacher satisfaction with the school

Given the school clientele and complexities, the overall satisfaction of parents and staff remain very acceptable. The ability to measure student satisfaction is limited by the ability to accurately collect this type of data.

It is clear from the survey results that parents are pleased with the education that their students are receiving as here as there was a very significant increase in satisfaction from the previous year.

Staff morale remains very high and there is an increase in satisfaction of access to professional development.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	81%
Percentage of students satisfied that they are getting a good education at school	N/A
Percentage of parents/caregivers satisfied with their child's school	89%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	93%
Percentage of staff members satisfied with morale in the school	94%

DW – Data withheld

Involving parents in their child's education

To ensure that parents are an integral part of their child's educational program, they are involved in the process of

- Setting and evaluating IEP (Individual Education Plan) and SET goals
- Profiling using the Educational Adjustment Program
- Designing community programs
- Individualising life skills programs
- Actively supporting the Parents' and Citizens' Association and specific interest groups
- Extending school procedures in areas such as use of school facilities, wearing school uniform by volunteers; personal development program

To ensure that parents are fully informed, the school communicates with parents through

- The daily use of individual communication books to report significant events
- Weekly newsletters incorporating the use of photographs and student work and celebrating school success distributed via print media, website and School Team Site.
- Changeable school notice board to celebrate success and advertise events
- School community functions at least once per term to enable parents to mix with staff, parents, and wider community
- A school website updated weekly
- Using digital communication methods with selected parents
- Having students and parents participate in school assemblies

The school has an active P&C which has

- Support school social and fundraising functions
- Well attended and regular meetings
- Run a successful school uniform shop



Our staff profile

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Sunnybank Special School has a commitment to reduce our environmental footprint. To reduce electricity use, all lighting is low wattage fluorescent. There are solar panels generating power which is fed back into the grid. Air-conditioning usage is monitored and units are kept well maintained.

To reduce water usage, all showers have water saving heads and all cisterns are dual flush. Tap heads are removed from outdoor areas over holidays to prevent wastage. Garden beds are mulched to reduce water evaporation and the school has a number of rainwater tanks to collect water which is then used to maintain gardens and school oval as well as supplement water-based curriculum activities.

The students are also involved in this process through an active can and paper recycling program. Sunnybank Special School in 2011 had an increase in all areas. Sunnybank Special School will continue to be vigilant in reducing our environmental footprint.

Environmental footprint indicators, 2010-2011

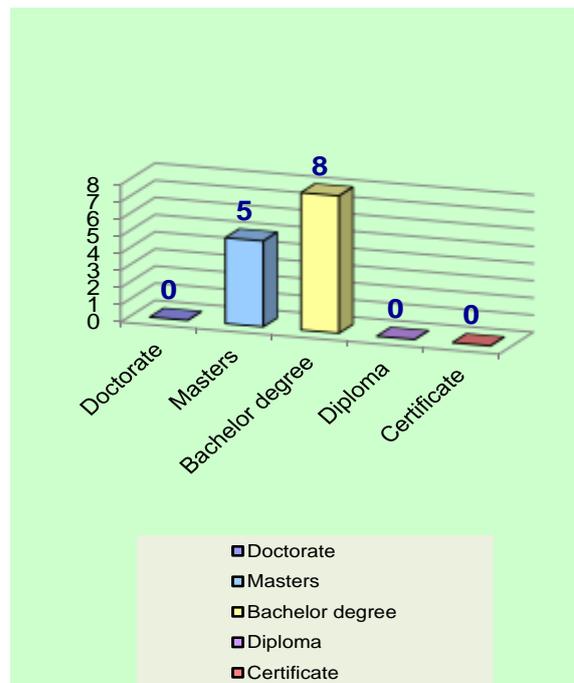
	Electricity Kwh	Water KL
2011	49,313	313
2010	36,798	270
% change 10 - 11	34%	16%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	13	17	0
Full-time equivalents	12	8	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	8
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$15740.

The major professional development initiatives are as follows:

- Senior First Aid and resuscitation
- Anaphylaxis, Diabetes and Midazolam Training
- Understanding Disability
- OneSchool Unit Planning
- State Wide Positive Behaviour Support School Training
- Transition
- Behaviour Management
- ipads in education
- ASEQ Conference
- Boardmaker and speaking dynamically pro

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

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

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

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

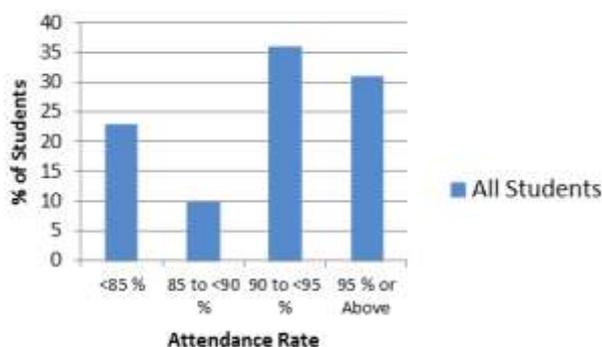
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.
The overall attendance rate for all Queensland state Special schools over the same period was 89%.

Student attendance rate for each year level – Students in special schools all have their year level recorded as PS. This means it is not possible to show attendance for separate year levels.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
N/A	N/A	N/A									

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Sunnybank Special School non-attendance is not an issue. Rolls are marked twice daily. All students are brought to school by school transport and delivered to the school or transported by family and delivered to the school. Parents ring transport and school if student is to be absent. Reasons for absence are clearly given and where necessary supported by documentary evidence.

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. N/A

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

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Performance of our students

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.

Achievement – Closing the Gap

Sunnybank Special School has a 7% indigenous population. This has been consistent over the last 2 years meaning that our retention is 100%. There is no significant difference between attendance and attainment between our Indigenous and Non-Indigenous students. Indeed Indigenous student's attendance rates are even slightly higher than Non-Indigenous students.

Apparent retention rates Year 10 to Year 12.

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

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	3
Number of students awarded a Queensland Certificate Individual Achievement.	3
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	0
Number of students awarded one or more Vocational Educational Training qualifications.	0
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	N/A
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	N/A

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
0	0	0	0	0

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
0	0	0

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. Sunnybank Special School had no early leavers in 2011. This is consistent with previous years.