

# Sunnybank Special School (3078)

## Queensland State School Reporting

### 2012 School Annual Report



Postal address	79 Troughton Road Sunnybank 4109
Phone	(07) 3323 2888
Fax	(07) 3323 2800
Email	the.principal@sunnybanspecs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Nicole Finch

## PRINCIPAL'S FOREWORD

### INTRODUCTION

Please find below the 2012 School Annual Report for Sunnybank Special School. The report highlights achievements that occurred in 2012 and also summarises key areas of anticipated direction in 2013.

### SCHOOL PROGRESS TOWARDS ITS GOALS IN 2012

1. Give all students the opportunity to develop to their fullest potential a strong foundation in functional literacy and numeracy in the early years as a basis for progress in all future learning
  - a. 100% of students assessed using the Communication Matrix online tool
  - b. Magic 100 Sight Words implemented throughout school
  - c. 100% of students reading level assessed using PM Benchmarks
  - d. Developed whole school English and Maths Plan aligned with ACARA
  - e. 100% of Junior and Middle school students have a Literacy and Numeracy focused IEP goal
2. All teachers to be proficient in planning, aligning and assessing curriculum within the parameters of the P-12 Curriculum Framework and Australian Curriculum
  - a. Worked with staff to become familiar with the Australian Curriculum in the areas of English, Maths and Science
  - b. Conducted fortnightly Curriculum Meetings
  - c. All teachers planned, implemented and assessed units of work using the ACARA descriptors and MiStik resources
  - d. Implemented P-12 Curriculum Framework for QLD State Schools
  - e. Purchased resources to support curriculum implementation
  - f. Continued to embed key components of Smart Moves
3. Use School Wide Positive Behaviour Support (SWPBS) to implement consistent rules and plans across the school
  - a. Progressed to Tier 2 of School Wide Positive Behaviour Support
  - b. Implemented Responsible Behaviour Management Plan
  - c. Provided professional development on Functional Behaviour Analysis and Non-Violent Crisis Intervention
  - d. Implemented Individual Behaviour Management Plans for identified students
  - e. Recognised student achievements through weekly awards

# Queensland State School Reporting

## 2012 School Annual Report



4. Implement consistent and agreed school wide processes for collecting school wide data, classroom unit data and individual student data which will be analysed and used to inform the individual learning needs of students
  - a. All Junior and Middle school students have an Individual Education Plan
  - b. All Senior school students have a Senior Education and Training Plan
  - c. Implemented the Queensland Certificate of Individual Achievement
  - d. Collected diagnostic data on student literacy and numeracy levels
  - e. Used OneSchool to collect and analyse data to develop student behaviour profiles
  - f. Collected and analysed SET, EBS and TIC data to inform SWPBS Action Plan
5. Develop and implement a coordinated ICT plan where teachers are using ICT to develop and deliver learning experiences and ICT is embedded in the whole of school curriculum plans
  - a. Increased use of iPads, interactive whiteboards and Board Maker software to enhance student learning and engagement in all curriculum areas
  - b. Focused on ICT professional development to increase teacher confidence in use of ICT
  - c. Purchased additional iPads for use across the school and engaged in professional development of applications

### FUTURE OUTLOOK

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

# OUR SCHOOL AT A GLANCE

## SCHOOL PROFILE

Coeducational or single sex: Coeducational

Year levels offered in 2012: P-12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	44	13	31	95%
2011	40	11	29	97%
2012	42	12	30	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 backgrounds.

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 seven classes in the school consisting of 1 Junior, 3 Middle and 3 Senior classes. The school historically has a large proportion of students in the senior school with 43% of the enrolments. The enrolment trend of the school is stable with a larger than usual number of students due to exit the school in 2013.

## Average Class Sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	5	5	5
Year 4 – Year 10	5	5	5
Year 11 – Year 12	7	6	7

# OUR SCHOOL AT A GLANCE

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	1	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

## CURRICULUM OFFERINGS

Our distinctive curriculum offerings in 2012 included:

- Market Program
- Bike Riding Program
- Multi-Sensory Program
- Swimming Program
- Perceptual Motor Program
- Community Based Learning Program
- School Wide Positive Behaviour Support Program
- Speech Therapy Program
- Work Experience Program
- Post School Options Program
- Café Cool Program

Extra Curricula Activities accessed by students in 2012 included:

- Darling Point Fun Run
- Brisbane Tram and Bus Art Competition
- Girl Guides
- Riding for the Disabled
- 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 but one classroom has 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.

# OUR SCHOOL AT A GLANCE

## 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

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:

- Supporting children and young people in the care of the state through the development and implementation of Educational Support Plans for all students in care.
- Continuing to implement the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools.

## PARENT, STUDENT AND STAFF SATISFACTION WITH THE SCHOOL

According to the 2012 School Survey, parents and staff view the special school in a very positive light with almost all items being 100% satisfaction. This result is a marked improvement on previous years, however, the change to the system of the collection of responses may have impacted on this result. Survey results from 2013 should allow for a more accurate comparison.

### PERFORMANCE MEASURE (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	95.8%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	95.8%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

### PERFORMANCE MEASURE (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	93.1%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# OUR SCHOOL AT A GLANCE

## 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 indicated an 18% decrease in the electricity usage from 2010/11 – 2011/12 and a 25% decrease in water consumption. This can be attributed to:

- Air conditioner temperatures monitored and regulated
- Motion sensor lighting installed in classrooms

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	36,798	270
2010-2011	49,313	313
2011-2012	40,553	236

# OUR STAFF PROFILE

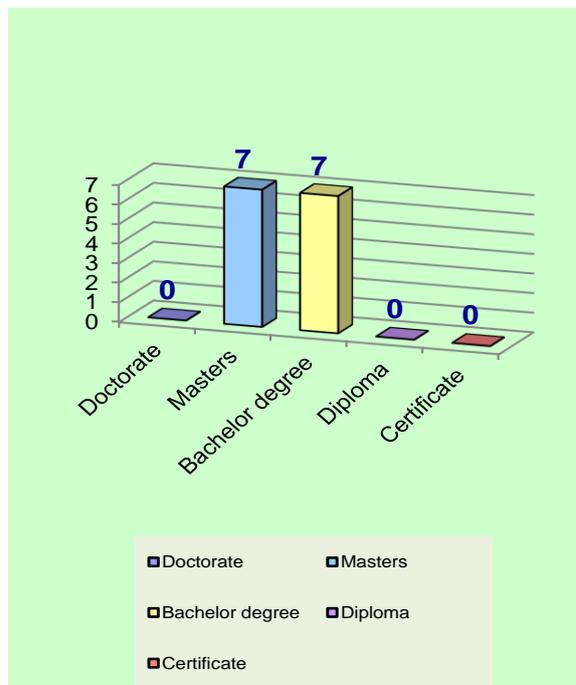
## STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 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.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	15	15	0
Full-time equivalents	14	8.2	0

## QUALIFICATIONS OF ALL TEACHERS

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	7
Diploma	0
Certificate	0



# OUR STAFF PROFILE

## EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

The total funds expended on teacher professional development in 2012 were \$ 10 235. The major professional development initiatives are as follows:

- Non-violent Crisis Intervention
- Senior First Aid and CPR
- ASEAQ Conference
- Australian Curriculum
- First Steps in Reading
- Positive Behaviour Support
- Principal's eLearning Program
- Proloquo2Go iPad Application
- SECC Curriculum Cluster
- Mentoring and Coaching
- Functional Behaviour Analysis

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

AVERAGE STAFF ATTENDANCE	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.8%	96.3%	96%

## PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR

From the end of the previous school year, 92.9% of staff was retained by the school for the entire 2012 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.

# PERFORMANCE OF OUR STUDENTS

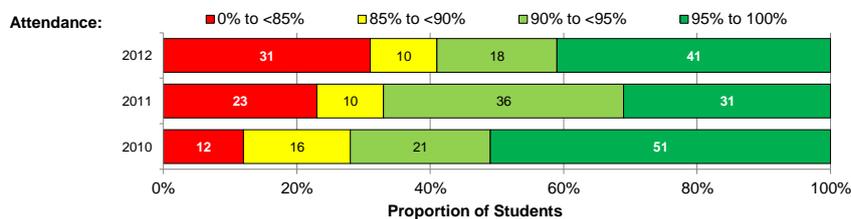
## KEY STUDENT OUTCOMES

STUDENT ATTENDANCE	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	90%	85%
The overall attendance rate in 2012 for all Queensland state Special schools was 90%.			

Student attendance rates for each year level has been withheld to maintain privacy as cohort sizes are less than five students.

## 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.

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

100% of students were exempt from the National Assessment Program in 2012.

## ACHIEVEMENT – CLOSING THE GAP

In 2012 there was a 25% difference in the attendance rate of indigenous and non-indigenous students at the school. This rate was also 25% below the state attendance rate. This can be attributed to one student moving to an alternate site whilst remaining enrolled at the school, resulting in increased absences being recorded.

# PERFORMANCE OF OUR STUDENTS

## APPARENT RETENTION RATES YEAR 10 TO YEAR 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%

## OUTCOMES FOR OUR YEAR 12 COHORTS

	2010	2011	2012
Number of students receiving a Senior Statement.	6	3	5
Number of students awarded a Queensland Certificate Individual Achievement.	6	3	5

## POST-SCHOOL DESTINATION INFORMATION

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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

There were no early school leavers in 2012.