

Sunnybank Special School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This School Annual Report provides a concise picture of the school's performance during the 2014 school year. It details progress towards the agreed goals documented in the Annual Implementation Plan and it outlines the areas for improvement for 2014. It provides a snapshot of the student body, our curriculum offerings, the use of Information and Communication Technology, the school climate, and the involvement of parents in their children's education. It also provides information about the levels of satisfaction of parents, students and members of staff, and provides a profile of our staff.

This School Annual Report also provides details about the performance of our students including their attendance, their achievements and their attainment of qualifications.

School progress towards its goals in 2014

Sunnybank Special School achieved some significant milestones in 2014. The excellent results in student learning were a reflection of the hard work and commitment of the staff to improve the school culture, behaviour and learning. The school embedded the Australian Curriculum using the C2C units in English, Mathematics, and History. The staff developed an understanding of how to differentiate this curriculum for all students, along with informative assessment and data schedule to record and track learning. Staff developed their own professional learning plans and identified opportunities to build capacity of their own knowledge and take ownership of their own professional learning.

Sunnybank Special School is respected by the parents and community for its commitment to support all students to be safe and successful at school. Further work was undertaken to refine and enhance this aspect of the school operations. Positive Behaviour for Learning at tier 1 level was implemented across the whole school in configuration with explicit teaching of many of the skills associated with personal development, resilience problem solving interpersonal and intrapersonal skills, improvements in behaviour were displayed, celebrated and recorded.

The Sunnybank Special School Parents and Citizens group provided ongoing and important support for the school. They were a committed and integral component of a number of school initiatives, providing funds through numerous fund raising activities and assisting in the running of the school's Multi Cultural Day, Sports Day and Christmas Concert.

Future outlook

In 2015 Sunnybank Special School will continue to build on the work undertaken in previous years especially 2014.

Implementing the Australian Curriculum will continue to be a focus. The subject areas will expand to include Geography, The Arts and HPE. The school will work with the Regional Maths Coach to develop knowledge and skills for a Maths Program. This will include professional, modelled lessons and feedback.

All teachers and the HOC will undertake training in the Art and Science of teaching pedagogical framework. This will be implemented across the school in 2016. The Senior Secondary staff will participate in QCAA curriculum materials- Guide for Individual Learning- for Senior Secondary students. Professional development, planning and engaging with the QCAA materials will take place in semester 2.

All of this work will be utilised to inform the development of the school's curriculum, pedagogy and assessment frameworks. The school will continue to implement Tier 1 of the PBL program with work undertaken to achieve and implement Tier 2. Parent and community involvement will continue to be a focus for the school. Further development of school facilities and grounds will continue as funds and resources become available. Additional ICT resources will be purchased in 2015 to complement existing technology.

2014 GOAL PROGRESS

Strategies	Actions	Progress
Continued implementation of the Australian Curriculum	Use of the school newsletter to inform parents and community of the role out of subjects English, Maths, Science and History planned for and incorporated into daily teaching. The Visual Arts teacher is investigating the visual arts curriculum.	Re-development of a school curriculum plan Scheduled diagnostic assessments Class teachers are delivering units in English, Maths, History and Science by planning from and adapting C2C materials.
Communication for all	To develop a Whole School Communication Policy. To investigate communication tools (CCC/ Communication Matrix) Ensure each student has a communication goal.	Development of a communication goal for all students Use of AAC-signing/ iPad applications. Engagement of a speech pathology to assist with planning and delivery.
TEACHING PRACTICE		
Strategies	Actions	Progress
Focus on high quality teaching Practices Develop collaborative teaching practices. Teachers in the school sectors (Early Years, Middle Junior Secondary and Senior Secondary), will meet at regular times and plan according to sector	Development of sector teams Provision of team meeting times Teachers making collegial visits to classrooms and participating in feedback sessions. Meetings each fortnight for sectors	Timetabled visits to sector teachers classes Investigating and Embedding the feedback process to meet the needs of the school Teachers meet to discuss issues pertaining to the sector. Moderation and discussion of curriculum, assessment and resourcing
Implement the 4 Blocks Literacy Model	Staff to be trained in the 4 Blocks way. These key staff then model and coach this method with other teachers. Raise awareness within the school community of this school wide program, through newsletter	Class teachers are using the 4 Blocks literacy model in their daily lessons (4 sessions a week). Evidence in their planning and assessment.
Use of data	Teachers to collect data relating to standardised testing in Reading, Spelling and Numeracy Develop evidence based decision making practice Sectors to moderate data and discuss/ share knowledge. Use of Oneschool application to collect and analyse data.	Data used to inform teachers of individual student's needs. Diagnostic assessment tools used to identify students ability and levels of differentiated work. Students can be streamed to assist this process.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	42	12	30	97%
2013	38	11	27	97%
2014	39	15	24	100%

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 seven classes in the school consisting of 1 junior, 2 middle, 1 junior secondary and 2 senior classes. In 2015, the school will operate an Early Childhood Development Program. The enrolment trend of the school has increased over the past year with enrolments coming from new housing redevelopments in the local area.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	5	5	6
Year 4 – Year 7 Primary	5	5	6
Year 7 Secondary – Year 10	6	7	6
Year 11 – Year 12	5	5	7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	1	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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

Market Program
 Bike Riding and Mobility Program
 Multi-Sensory engagement
 Visual Arts Specialist Program
 Music and Drama
 Community Based Learning Program
 Positive Behaviour for Learning Program
 Speech Therapy, Physiotherapy and Occupational Therapy Support
 Work Experience
 Post School Options

Extra curricula activities

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

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. The staff has commenced the use of OneSchool platform to record and develop the Individual Curriculum Plans (ICP), create the curriculum unit plans, report on and record the individual student's support provisions and behaviour 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

The school has in place a 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 (now identified as Positive Behaviour for Learning) implemented within the school. Students are widely exposed, through parades, class lessons and in the playground, to the expectations of:

- We are Safe
- We are Successful Learners
- We are Social

The implementation of this program is through explicit teaching of the school expectations in weekly lessons planned for and delivered in the class timetable. Each week a focus expectation is taught through the lens of the student's classroom as well as one other area of their school program. These areas might include the playground or the local community.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	94%	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%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is making good progress at this school* (S2004)	100%	95%	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%	95%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	96%	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%	95%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
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:	2012	2013	2014
they enjoy working at their school (S2069)		100%	95%
they feel that their school is a safe place in which to work (S2070)		100%	89%
they receive useful feedback about their work at their school (S2071)		100%	89%
students are encouraged to do their best at their school (S2072)		100%	94%
students are treated fairly at their school (S2073)		100%	94%
student behaviour is well managed at their school (S2074)		100%	89%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
staff are well supported at their school (S2075)		100%	88%
their school takes staff opinions seriously (S2076)		100%	94%
their school looks for ways to improve (S2077)		100%	94%
their school is well maintained (S2078)		95%	94%
their school gives them opportunities to do interesting things (S2079)		100%	88%

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

'Agree' represents the 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.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are involved within the school in a wide range of ways and the school fosters an open-door policy for parents to access class teachers, school leaders and administration staff.

Twice each year, parents or caregivers meet with their child's teacher and other relevant school staff members to review the student's Individual Curriculum Plan (ICP) and to determine the student's curriculum access goals for the next six-month period. The ICP for each student is future-oriented and deals with their ability to access the curriculum and the differentiation needed. ICPs are planned with parents and record the necessary adjustments to the student's curriculum.

Parents are also invited to participate in the Educational Adjustment Profile (EAP) process.

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

Parents or caregivers are sent a 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 class and other special events of the time.

Parents are invited to participate on school committees and to attend school events and celebrations. Attendance levels of parents at P and C meetings were maintained during 2014.

Reducing the school's environmental footprint

Solar panels assist in reduction of electricity consumption. Air conditioning is used in classrooms wisely however we do experience extreme weather conditions over the summer months. Water usage is monitored and electrical appliances are switched off when not in use. Water tanks were installed for watering of the gardens.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	40,553	236
2012-2013	48,572	495
2013-2014	55,408	834

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.

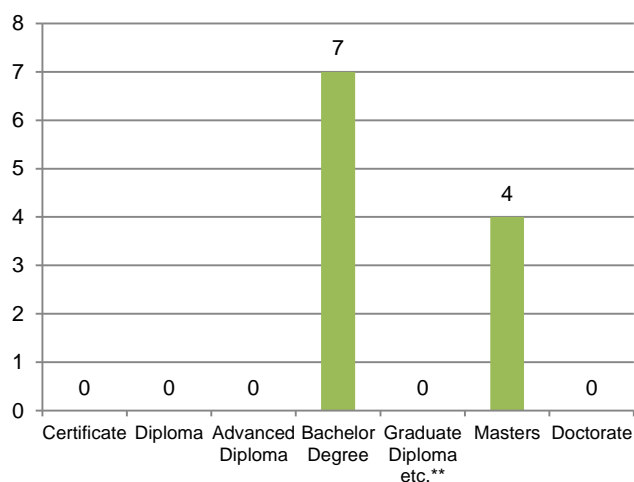
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	12	21	0
Full-time equivalents	12	13	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 2014 were \$4925.52

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

- QASEL State Conference
- Assistive Technology courses
- Proloquo2go course
- Queensland Certificate of Individual Achievement/ QCAA
- Oneschool Applications and Training
- Senior First Aid and CPR
- Four Blocks Training
- Team mentoring and peer learning circles

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	85%	89%	91%

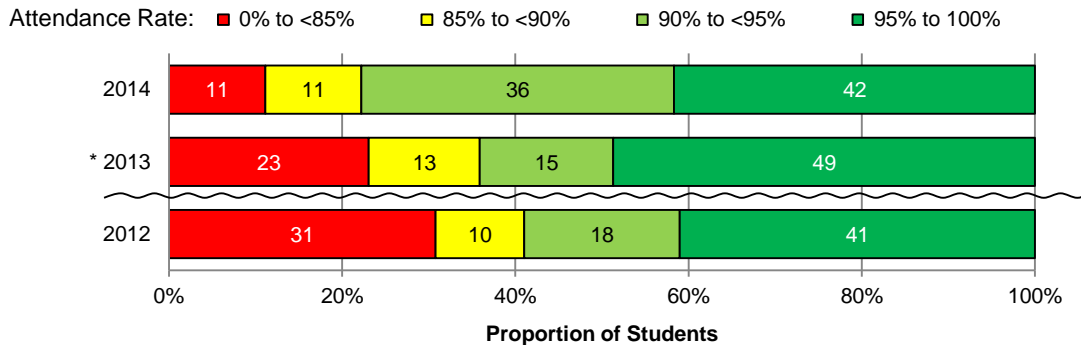
The overall attendance rate in 2014 for all Queensland Special schools was 89%.

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
2012												
2013												
2014												

DW = Data withheld to ensure confidentiality.

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 after 2012 to that of previous years.

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.

At Sunnybank Special School, Class Rolls are marked each day showing student attendance at morning and afternoon sessions. The Rolls are checked and entered onto Oneschool every week and crossed checked at the end of each Term. Parents/caregivers are requested to contact the school to explain why their children are absent from school on any given day. This can be done by telephone or via the school bus supervisors. If absences are unexplained, or have been for 3 or more days, the school administration contacts parents/caregivers to obtain an explanation.

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

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Search by suburb, town or postcode

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.

Achievement – Closing the Gap

The apparent retention rate for Year 10 to Year 12 for both indigenous and non-indigenous students is 100%. As students at this school are exempt from the NAPLAN Tests, there is no comparative data on the achievement of indigenous and non-indigenous students.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	5	8	1
Number of students awarded a Queensland Certificate of Individual Achievement.	5	8	1
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	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
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 19 February 2015. 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
2012	0	0	0	0	0
2013	0	0	0	0	0
2014	0	0	0	0	0

As at 19 February 2015. 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
2012	0	0	0
2013	1	0	0
2014	0	0	0

As at 19 February 2015. 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 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 the school before they complete 24 Semesters of education. If a student was to leave early, they would be referred to community-based service providers by the school. The school works with parents, caregivers and support agencies to ensure the smooth transition of every student from school to their lives after school.