

2014

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Parent Handbook

Sunnybank Special School
Troughton Road
Sunnybank Q 4109

PH: 3323 2888
FAX: 3323 2800



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ABOUT THE SCHOOL

Welcome to Sunnybank Special School. We hope that you enjoy and learn from your time as a member of our school community and partner in our students' learning and development.

History

The school was originally built by the Queensland Sub-Normal Children's Welfare Association. It was officially opened on 20 July 1978 as R.J. Andrews Special School. The Association then changed its name to the Endeavour Foundation and the school was managed by this organisation until 1986 when the Queensland Department of Education assumed responsibility.

At the request of the school's P&C Association, the school was officially renamed Sunnybank State Special School on 14 April 1997.

2014 School Priorities

Each year, the school develops a plan for school improvement, in 2014, our school priorities are to:

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

Location

Sunnybank Special School is a small special school located in the Brisbane suburb of Sunnybank. The school is in close proximity to Sunnybank State Primary and Secondary School's and St. Thomas More College.

School Information

The school is situated on the corner of Troughton Road and McCullough Street, Sunnybank. The school address is:

Sunnybank State Special School
79 Troughton Road,
Sunnybank Qld 4109

Telephone: (07) 3323 2888

Fax: (07) 3323 2800

Website: www.sunnybanspecs.eq.edu.au

School Hours

Morning Buses Arrive from 8:45 a.m.

| Session | Time |
|-------------|-------------------------|
| Session 1 | 9:00 a.m. – 11:00 a.m. |
| Morning Tea | 11:00 a.m. – 11.30 a.m. |
| Session 2 | 11.30 a.m. – 1:30 p.m. |
| Lunch | 1:30 p.m. – 2:00 p.m. |
| Session 3 | 2:00 p.m. – 2.45 p.m. |

Afternoon Buses Depart from 2:45 p.m.

Administration Hours: 8:00 am to 4:00 p.m.

Our Students

Students attending the school are verified intellectually impaired or with the dual disability of intellectual impairment and Autism. Some students are also verified with a physical, hearing or visual impairment. The school's current enrolment is 33 students. The students range in age from 5 to 18 years old.

Students come from a broad range of social and cultural backgrounds. The school is proud of its high level of multicultural enrolments.

Our Community

Enrolments are drawn from a small geographical area with the majority of students residing in Sunnybank, Sunnybank Hills, Runcorn, Robertson, Nathan, Moorooka, Rocklea, Salisbury, Acacia Ridge and Coopers Plains.

Our Vision

Sunnybank Special School is committed to providing a safe, supportive and social learning environment where students engage in a range of high quality academic and personal development learning experiences, acknowledging individual student characteristics with an emphasis on the development of the whole person to support and facilitate lifelong learning. We aim to:

- foster active parent participation
- foster wider community involvement
- foster staff professional and personal development
- Preserve and foster the attitudes about the level of care afforded to students
- foster knowledge and wider understanding of human behaviours and circumstances within the wider community, especially within families
- foster constructive communication, with consultation and collaboration
- promote tolerance and respect for others , having regard to individual differences and
- recognise the rights of others

Educationally, we will:

- provide and review a wide range of inclusive activities and programs
- provide individual educational programs that are meaningful and relevant

- recognise the need to develop the whole student
- provide a life skills programs
- provide appropriate academic programs based on the key learning areas
- encourage a variety of teaching styles
- encourage the student's positive self-image
- provide a warm, supportive, non-threatening school environment which promotes risk taking
- encourage students to develop at their own rate of learning and to their full potential
- recognise the need to keep informed of developments in education and the needs of a changing society

School Staff

| ROLE | NAME |
|-------------------------------|---|
| Principal | Nicole Finch |
| Business Services Manager | Sue Everett |
| Head of Curriculum | Samantha Leigh-Cooper |
| Schools Officer | Simon Purton |
| Administration Officer | Kerry Bellas |
| Junior 1 Teacher | Sonia Moyle |
| Junior 1 Teacher Aide | Debbie Weir |
| Middle 1 Teacher | Deb Tighe |
| Middle 1 Teacher Aides | Cheryl Stephen/Robyn Forster |
| Middle 2 Teacher | Biance Fuerst |
| Middle 2 Teacher Aide | Glenda Blyton |
| Junior Secondary Teacher | Courtney Smith |
| Junior Secondary Teacher Aide | Kerri-Lee Dudgeon/Penny Mourilyn |
| Senior 1 Teacher | Steve Morish |
| Senior 1 Teacher Aide | Julie Kennedy/Vonnie Beckman |
| Senior 2 Teacher | Lee Warwick |
| Senior 2 Teacher Aide | Sylvia Sandall |
| Art/Non-Contact Teacher | Jessica Parker |
| Teacher Aide | Vonnie Beckman/Robyn Forster/ Kerry Bellas |
| Cleaners | Charlie Buckley/Bernadette Brown |
| Guidance Officer | Donna Riches |
| Occupational Therapist | Yogi Pillay |
| Physiotherapist | |
| Speech Language Pathologist | Jennifer Stebbins |
| School ICT Technician | Robert Codognotto |

Specialist Support Staff

Therapists

The school has access to an Occupational Therapist, Speech Language Pathologist, Physiotherapist and Nurse who form part of the school's transdisciplinary team. Their role is to:

- Initially assess and review individual student needs
- Assist in prioritising student needs into programs
- Design programs for individuals or groups of students

- Assist with the implementation of an integrated program by either direct individual work with a student or group of students or by teaching other staff to manage the program
- Liaising with parents and teachers regarding specific therapy needs for individuals
 - Occupational Therapist – Yogi Pillay
 - Physiotherapist – Elodie Geerstema
 - Speech Therapist – Jennifer Stebbins
 - School Nurse – Caitlin O’Keefe

Guidance Officer

The Guidance Officer is available to not only assist the students and parents, but also teachers, the administration and the ancillary staff. The Guidance Officer is trained in dealing with educational and personal concerns through counselling and guidance.

Areas addressed include:

- improving self-esteem and assisting with relaxation techniques
- behaviour management
- conducting staff learning and development programs
- counselling
- self-esteem workshops
- Referral to other service providers
 - Guidance Officer – Donna Riches

To contact any of our Specialist Support Staff, please contact the office and a message will be left. Please note that the specialist staff do not work at the school every day, so it may take a few days for them to return your message. If the matter is urgent, please contact the school for further assistance.

School Committees and Key Personnel

| | |
|-------------------------------------|----------------------------|
| Parents and Citizens Association | – Joy Hagan |
| Workplace Health and Safety Officer | – Sam Leigh-Cooper |
| Teacher Union Representatives | – Steve Morish |
| Teacher Aide Union Representatives | – Sylvia Sandall |
| Information Technology Technician | – Rob Codognotto |
| One School Coordinator | - Nicole Finch |
| Head of Curriculum | – Sam Leigh-Cooper |
| SWPBS Coach | – Vicky King |
| GRTW Coordinator | - Jenny Sayer/Nicole Finch |

P&C Association

The school has an active P&C which meets every third Tuesday of the month at 9:00 a.m. The P&C operate the school uniform shop and also raise funds for resources to support student learning.

All parents are welcome to attend P&C meetings. It is an excellent opportunity to meet other parents and to actively participate in your child’s education.

School Facilities

We have had the opportunity to complete a large amount of maintenance work which enhanced the overall look and feel of the school. Recent work included painting the exterior of most of the school, painting several classrooms internally, repairing building roofs and guttering.

We place a high importance on the use of technology to support students to access the curriculum. Every classroom in the school is equipped with iPads, computers and an interactive whiteboard. This latest technology is used on a daily basis to ensure students are motivated and engaged in learning.

The school library has also been developed into contains a wonderful collection of resources to assist teachers in curriculum delivery.

Other specialist learning areas include a Multi-Sensory Room, Bicycle track, indoor gymnasium and hall, outdoor learning area, large spring free trampoline, school oval and adventure playgrounds.

To support student access to community based learning programs, the school also owns three buses for class use.

EDUCATIONAL PROGRAM AND PRACTICES

School Curriculum

The school implements the Australian Curriculum and utilises the C2C SWD unit plans and resources available on OneSchool. All unit plans are recorded in OneSchool.

The Senior School planning focuses on the Queensland Certificate of Individual Achievement areas.

Pedagogy – The Art of Teaching

Teachers and teacher aides employ a variety of teaching styles and use a variety of learning environments suited to the individual student when providing educational programs. All students should be involved in intellectually challenging pursuits. When students of all backgrounds are expected to undertake work of high *intellectual quality*, overall academic performance improves and equity gaps diminish.

Classroom practices that engage students in solving problems of significance and relevance to their world provide the greatest opportunity for *connectedness* to the world beyond the classroom.

Strategies that promote *supportive social environments* have high expectations for all students, make explicit what is required for success and foster high levels of student ownership and motivation.

Strategies that *recognise difference* do so in ways that actively support individuals in participating, having their individual perspectives and experiences given status, and operating within embedded democratic values.

School Wide Positive Behaviour Support

We actively follow the principles of School Wide Positive Behaviour Support and are currently in Tier 1 of the program. We aim to teach students, within their ability level, to accept responsibility for their own behaviour and to promote socially appropriate behaviour while seeking to reduce the occurrence of socially inappropriate behaviour. Our School Wide Expectations are:

WE ARE:

1. Safe
2. Social
3. Successful Learners

These are the three expectations that we are focussing on across the school day and across all settings. We believe in reinforcing positive behaviours (reward systems implemented within the classroom and playground) and responding systematically to inappropriate behaviour. As a staff, we attempt to respond consistently to behaviour in order to maintain a safe and supportive learning environment, to maintain constructive relationships with our students and develop effective skills in self-management.

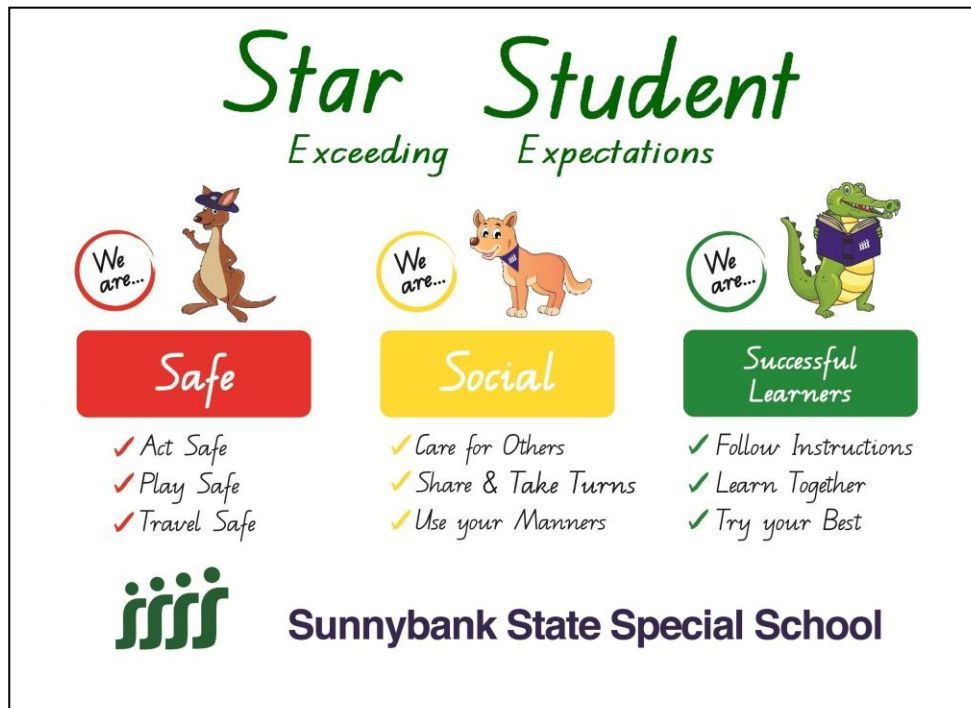
Reinforcing Expected School Behaviour

At Sunnybank Special School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.

A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. The agreed upon process is as follows:

- Each Monday morning, the principal identifies which of the three behaviour expectations will be focused on that week. The principal then uses an interactive presentation to explicitly teach the weeks expectation and asks students to provide examples of how they can follow the identified expectation in the classroom, playground and across the whole school setting.
- During morning tea and lunch breaks, students following the school expectations will be given a token, with staff explaining which expectation is being rewarded. Staff members are required to write the students name and class on the back of the token. You may also circle the expectation on the front of the token that the student was displaying.
- After morning tea and lunch breaks, students are bring any tokens received to the box in the principal's office or give tokens to their classroom teacher to put in a token box which in then brought to parade on Friday afternoon.
- Each Friday afternoon a parade is held which is used to celebrate students who have followed the school expectations. At parade, five tokens will be drawn from the tokens collected during the week. These five students are awarded a SWPBS sticker award. The names of students that receive these awards are published in the fortnightly school newsletter.

- At Friday parade, one student from each class is presented with a SWPBS certificate relating to the week's behaviour expectation. Students that receive these certificates are given a choice of the prize box. This certificate is awarded by the classroom teacher with a photo of the award recipients being printed in the fortnightly school newsletter.



Individual Education Plan (IEP)

Every student in our school has an Individual Education Plan (IEP) that specifies priority goals for a six month period and must include one Literacy, one Numeracy and one Personal Development goal. While the I.E.P. is only part of the student's overall education program, the goals provide a major focus for the student's behaviour and learning within the school curriculum being taught in the class.

Senior Education and Transition Plan (SETP)

Senior students aged 15 – 18 years of age have an Individual Transition Plan which complements their Individual Education Plan. The aim of the SETP. is to assist student's to make a smooth transition from school to post school life. Areas of transition planning may include employment, education, accommodation and leisure options.

Student Assessment and Reporting

The student report is produced at the end of Term 2 and Term 4. This report is completed on One School and reports on student achievement in relation to curriculum outcomes, effort and behaviour. IEP goals are also included in the OneSchool report.

Community Based Learning

All classes in the school are encouraged to access the community as part of their educational programs. The programs are developed across the school, with older students spending more of their time in these activities than younger students.

Prior to a class engaging in Community Based Learning, the teacher must complete a Curriculum Activity Risk Assessment, Variation to School Routine and permission letter. All of these documents must be approved by the school Principal prior to the activity taking place.

The guidelines and principles for Community Based Learning include:

- The complexity of activities will be greater for older students than for younger ones
- The activity must relate to the current classes unit of work/curriculum focus
- The structure and sequence of activities should be developmental in the same way that other educational activities are
- The activity must be able to be transferred to a real activity in the student's present and future life
- The activities must be socially valid and take place in instructional settings

School Camps

Individual classes may organise a school camp once per year. Advance notice is given to parents along with any cost involved. Parental permission is required for students to attend camps. These camps are extremely beneficial and aligned to compliment the school curriculum.

Senior School Transition Programs

Transition programs are a very important aspect of every senior school student's educational program. We aim to support each student to access the most relevant option as outlined in their Senior Education and Transition Plan.

Options available include access to day services and work experience programs in either open or supported workplaces.

SCHOOL PROCEDURES

Absenteeism

If your child is absent from school, please telephone the school office on 3323 2888.

Admissions

All admissions are effected through DETE enrolment procedures. Enrolments are coordinated through the school Principal, Guidance Officer and Metropolitan Regional Office.

If you would like to enroll your child at Sunnybank Special School, please contact the school Principal.

Assemblies

Each week we have two whole school assemblies in the school gym:

Monday: 9.00 a.m.
Friday: 2:30 p.m.

All parents and family members are welcome to attend assembly. Student Curriculum Awards are presented each Monday morning and Student SWPBS Awards are presented each Friday afternoon.

Book Lists

At the beginning of each year, the class teacher will send home your child's stationary requirements. Please ensure that all items are clearly named before they are sent to school.

Class Fees

At the start of each term, parents will receive an invoice which identifies the class fees for the term. Class fees cover the costs of activities such as community based learning, excursions, cooking and other class activities.

Payments can be made to the school office or sent to school with your child. All money received will be receipted, with receipts sent home once processed.

Class Groups

Students are allocated to class groups according to their age, abilities and educational needs. Class groups usually consist of 5 – 6 students with all classes having a full time teacher and teacher Aide. Additional teacher aide support is provided to support students in individual programs or community based learning.

Collecting Students from School

If you pick up your child from school, please arrive by 2:45 p.m. and wait in the designated area outside of the school office. If you need to pick your child up early, please contact the school office.

Communication with the School

Communication Books/Diaries are the main form of interaction between the school and parents and are sent home each day. Parents are welcome to make an appointment to see teachers or the Principal to discuss their child's progress.

The school newsletter is published and sent home every second Friday, it is also placed on the school website. The school website is a good source of information www.sunnybanspecs.eq.edu.au
We also have a school Facebook which provides up to date information on what is happening at the school.

Custody Orders

If your child is subject to a custody order, the school must sight and be provided with a copy of the court order. The school will comply with the directions of the order.

Head Lice

If a student in the school is found to have head lice, you will be contacted by the school. Students must have the head lice treated before they can return to school.

House System

The school operates a 'House' system for participation in school activities such as Sports Day. The school houses are Dingoes (Yellow), Crocodiles (Green) and Kangaroos (Red). Students are encouraged to dress in their House colour for these special events.

Lost Property

To assist with minimising lost property in the school, please clearly label all of your child's items including uniforms, hats, socks, lunch boxes and school bags. If your child loses an item at school, please contact their classroom teacher.

Market Program

The school runs a Market Program each Thursday. Order forms are sent home each Tuesday and must be returned to school on Wednesday to assist with the collation of orders.

Senior school students travel to Rocklea Markets each Thursday to purchase fresh fruit and vegetables. Students then weigh, count and pack orders which are sent home on Thursday afternoon. When payment is received, students count the money, it is then banked and used to subsidise the cost of school resources and activities.

Medication Administration

DETE has a strict policy regarding the administration of any medications to students. The Administration Officer keeps a register of medications to be administered.

The Medication Register is to be used to record details of medication, prescribed by a student's medical practitioner that has to be administered at school or at a school approved activity. If your child requires medication to be administered whilst at school, please note the following:

- A written request must be received before any medication is administered, this is available from the school office.
- A letter from the doctor is required to indicate the reason medication is required and the prescribed dosage
- Clear, written instructions to be given by the pharmacist on the original container
- The pharmacist's instructions are followed at all times
- All medications are to be administered at the office (exceptions include excursions, camps, etc.)

A medication register is maintained by the school and all medication is kept in a secure cupboard in the school office.

Morning Tea and Lunch Breaks

Morning Tea Duty: 11:00 a.m. – 11:30 a.m.

Lunch: 1:30 p.m. – 2:00 p.m.

All students eat their morning tea and lunch in their classroom under the supervision of their class teacher and teacher aide. For many students, this is a valuable teaching time and is used to focus on areas such as communication, social skills and independent living skills. For the purpose of Playground Duty, the school grounds are divided into the following areas:

Junior School - Students play in the Junior School Playground which is located outside of their classroom.

Middle School/Seniors - Students have access to the oval, Middle School Playground, Gym, Recreation Room.

School Transport

Please contact the school office for details or assistance if you wish to discuss your child's eligibility for transport assistance.

Specialised Health Procedures and Plans

All school staff are trained each year on the management of Epilepsy, Asthma, Diabetes, First Aid and CPR.

Some students with specialised health requirements are required to have a Specialised Health Plan which is written by the school nurse and approved by the student's parents and doctor. These plans may include management for Epilepsy, Diabetes or Anaphylaxis and must be followed at all times.

Uniforms

All students are required to wear a school uniform which can be purchased from the school. The uniform consists of:

- Navy Blue Shorts
- Navy Blue and Green Polo Shirt
- School Hat

Students are able to wear Navy Blue track suit pants and jumpers during winter. To assist with ensuring student safety, students must wear closed in sand shoes or school shoes.

Visitors to the School

Parent helpers, volunteers and other visitors to the school should report to the office on arrival to sign in. They will be issued with a visitors badge which must be worn while they are in the school grounds.

Volunteers

We are very fortunate to have a number of people who volunteer at our school on a regular basis. Volunteers all have a Working With Children Blue Card and are always under the direct supervision of a teacher. If you would like to volunteer at the school, please contact the Principal.

Bus Shed & Bike/Sports Shed

Outdoor Learning Area Oval



SCHOOL OVAL
(GOV)

Bike Track
G5

