



Sunnybank Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	79 Troughton Road Sunnybank 4109
Phone	(07) 3323 2888
Fax	(07) 3323 2800
Email	principal@sunnybankspecs.eq.edu.au
Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Darren Greenway- Principal

School overview

Sunnybank State Special School provides individualised education programs for students with disabilities, both on the school campus and in community settings. These programs aim to develop each student's skills and abilities in independent living, academic and work skills and foster their functioning as a valued member of the community. Sunnybank Special School delivers quality education for students with a range of disabilities, in a modern, safe and supportive environment. The school is divided into four cohorts –Early Years (Prep – 2), Middle Years (3-6), Junior Secondary (7-10) and Senior Secondary (11-12). The school is proud to host an Early Childhood Development Program (EDCP) for students with an identified special need prior to prep age schooling, usually from 3 to 5 years of age.

Students are grouped in accordance to age and educational needs. The Australian Curriculum forms the basis of Sunnybank Special School's Curriculum Framework. Sunnybank Special School's Pedagogical Framework is adapted from the established, research-based pedagogical framework, The Art and Science of Teaching (Robert Marzano). Sunnybank Special School utilises technology to transform the ways that students think, learn and communicate; ensuring that information and ideas can be shared in all learning areas at school and in their lives beyond school.

To support student learning the school offers a wide range of extra curricula activities including; cycling on the school's own track; School Camps; Sensory Therapy in our dedicated room; Market Program; Travel Training; Trampolining; as well as Fine and Gross Motor Programs.

The Senior School participates in the internationally recognised ASDAN awards scheme, with a number of personalised certificates running. Results of the School Opinion Survey reflect of high level of parent and staff satisfaction across all aspects of school life. The information breakdown of this important data is analysed by the school leadership team and plans for continual improvement are enacted.

At Sunnybank Special School we provide a proactive, flexible, nurturing and tolerant environment where all students are encouraged to achieve their potential.

Sunnybank Special School believes every student has the right to communicate and that Alternative and Augmented Communication is the foundation for developing communication skills (learning language for interaction) and developing language skills (using language for learning).

School progress towards its goals in 2018

Welcome to the 2018 School Annual Report. The annual report provides a summary of the progress towards the plan and goals of the 2017- 2020 Strategic Plan. Sunnybank Special is a co-educational state school offering exciting education from Prep year to year 12. The school is fortunate to conduct an early childhood intervention program for students with a suspected disability, prior to compulsory schooling.

Sunnybank State 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 2018 Goals

Priorities	Actions	Progress
Continued implementation of the Australian Curriculum	Create networks for Teachers to share ideas and planning, both in the school teams and with colleagues at nearby special schools. Engaging in Professional development of curriculum and pedagogy through SECC	Re-development of the whole School curriculum plan continues to be revised in 2018. Scheduled diagnostic assessments in English Class teachers are adapting C2C resources and using their own planning for the Australian Curriculum subjects in English, Maths, Science, HASS, Physical Education, Visual Arts and Civics and Citizenship Teachers trained in the admission
Communication of all	Develop a whole school communication policy School wide use of the Communication matrix and the Literacy Continua Ensure each student has a communication goal Develop a Sunnybank Special School PODD	of and interpretation of data from the communication matrix and use of the Literacy Continua Speech Pathologist engaged with planning and delivery of communication goals Speech Pathologist trained in the Roadmap of Communicative Competence (ROCC) Teachers and Teacher Aides trained in the use of AAC and developing goals for students Development of draft Communication policy

Teaching Practice- Focus on high quality teaching practices

Priorities	Actions	Progress
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. Opportunities for teachers to visit others and watch how they work or provide feedback on an agreed item.	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 student's work. Meetings facilitated by Principal, A/Deputy Principal and HOC. Provision of a timetable to visit other classrooms and watch others work. Teachers trained in feedback tools and invited to share practice.	Time allocated in staff meeting for sector agenda. Provision of sector meeting outside staff meeting times. Moderation template in place. Leading to moderation with a partner school Timetabled visits to watch others work/ feedback classes has been made a priority. Draft policy for feedback and watching others work model completed.

Future outlook

Systematic Curriculum Delivery and An Expert Teaming Team - Mathematics

Strategy: Develop and implement a whole school approach to Mathematics which is appropriately resourced, consistently monitored and individually tracked to maximise student learning outcomes.

Purchase resources to support the implementation of Mathematics.	Staff have required resources to implement Mathematics curriculum	Term 1 - 4	Head of Curriculum Mathematics Lead Teacher
Mathematics Lead Teacher supports design and implementation of whole school approach to Mathematics.	1-2 days per week	Term 1 – 4	Principal
Provide professional development, mentoring and support on differentiation in Mathematics.	100% of staff participate in Mathematics focused professional development activities.	Term 1 – 4	Head of Curriculum Mathematics Lead Teacher SECC PLC
Implement a cycle of Peer Coaching developed and implemented across the school utilising the Growth Coaching and feedback model to build staff capacity in Mathematics.	100% of teachers complete 1 Peer Coaching and feedback session per term	Term 2 – 4	Leadership Team
Investigate, trial and utilise Mathematics tracking tools to collect diagnostic data on each student	100% of students have Mathematics diagnostic data	Term 2 – 4	Head of Curriculum Mathematics Lead Teacher

Differentiation and an Expert Teaching Team – Literacy/Communication

Strategy: Develop and embed a consistent pedagogy related to high and low-tech alternative and augmentative communication systems which are appropriately resourced and consistently monitored to improve student engagement and access to learning.

Actions	Targets	Timelines	Responsible Officer/s
Provide professional development, mentoring and support on PODD, Proloquo2go and AAC to support program implementation.	100% of staff participate in AAC focused professional development activities.	Term 1 – 4	Head of Curriculum AAC school team SLP
Employ consultant Amanda Hartmann to observe classroom practice, provide feedback and deliver professional development focused on improving practice and student outcomes.	Amanda Hartmann works with school in Term 2-4.	Term 2-4	HOC Principal
Develop and embed a consistent pedagogy related to high and low-tech alternative and augmentative communication systems focused on Key Word Signing, Proloquo2Go and PODD books.	Whole school utilises PODD books and KWS to support student communication.	Term 1 – 4	Head of Curriculum AAC school team SLP
Utilise Investing for Success funds to build capacity in AAC through professional development and AAC school team.	100% of staff participate in AAC focused professional development activities.	Term 1 – 4	Head of Curriculum AAC school team SLP
AAC identified as a whole school priority in DPPs.	100% of staff have a DPP goal focused on Literacy	Term 1 & 3	Leadership Team

Implement a cycle of Peer Coaching developed and implemented across the school utilising the Growth Coaching and feedback model to build staff capacity in AAC.	100% of teachers complete 1 Peer Coaching and feedback session per term	Term 1 – 4	Leadership Team
Continue to embed Balanced Literacy pedagogy, consolidating reading, continue to implement writing and introduce working with words practices whilst using high and low – tech alternative and AAC systems to support learning outcomes.	100% of teachers using Balanced Literacy pedagogy and planning tool	Term 1 - 4	Literacy Lead Teacher Head of Curriculum

Effective Positive Behaviour for Learning Practices

Strategy: Provide support to embed tier 1 collaboratively developed, evidence –based PBL pedagogical framework practices and prepare for tier 2 readiness

Actions	Targets	Timelines	Responsible Officer/s
Maintain consistency of clean data entry of student incidents and positive behaviour to inform and improve school PBL practices	100% of teaching staff entering data in OneSchool Data analyses and feedback to staff	Term 1 Monthly	HOC Leadership Team Internal Coach
Increase community engagement by informing parents of weekly PBL expectations and student PBL awards identified in communication book and weekly parades. Include student PBL celebrations in fortnightly newsletter.	100% of teachers using communication book Newsletter celebrations	Term 1 – 4 Fortnightly	Teaching staff Administration team
Provide professional development related to Positive Behaviour for Learning requirements of a whole school PBL framework.	100% of teachers participate in professional development activities	Term 1 - 2	Leadership Team Executive Regional PBL coach
PBL Coach and leadership team support for school readiness preparation for tier 2. Additional PBL data collection to be conducted to demonstrate readiness of tier 2.	Internal Coach and leadership team attend tier 2 readiness training EBS and SET data collected	Term 2 Term 1 & 4	Leadership Internal Coach Executive Regional PBL coach
Support staff implementation of the framework through observation and feedback during classroom instruction, asking the question “what does this learning look like through the eyes of the student”.	100% of teachers complete 1 Peer Coaching and feedback session per term	Term 3 – 4	Leadership Team
Establish referral process for PBL behaviour case conferencing.	Develop referral templates and process PBL case conferencing	Term 2 Monthly Term 3& 4	PBL team Leadership Team Regional PBL coach

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	41	38	44
Girls	11	9	11
Boys	30	29	33
Indigenous	3	3	2
Enrolment continuity (Feb. – Nov.)	100%	90%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Sunnybank Special School is a dynamic and growing school that provides educational programs for students aged from three to eighteen years of age. We are located in Sunnybank, Brisbane. The students are 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 eight classes in the school, consisting of 2 early year's class, 1 middle school class, 3 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	5	5	6
Year 4 – Year 6	6	6	6
Year 7 – Year 10	6	6	6
Year 11 – Year 12	7	7	6

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Sunnybank State Special School all teachers (P-10) use the Australian Curriculum (V8) to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students.

- ✓ Students from Prep to Year 10 are taught and assessed in the areas of English, Mathematics, Science, Health and Physical Education, The Art's and HASS, Civics and Citizenship in alignment with version 8 of the Australian Curriculum.
- ✓ Units are designed to be age appropriate (following the Australian Curriculum flowchart) whilst delivering curriculum at the student's current ability level.
- ✓ Students working within 1A to 1D of the literacy general capability access all subject areas, with a focus on the development of communication skills.
- ✓ Students from Prep to Year 10 have an Individual Curriculum Plan (ICP) that is negotiated with parents and care givers.
- ✓ Students in Year 10 have a Senior Education and Training Plan prepared by the end of this transition year. This plan is developed using the Guidelines for Individual Learning.
- ✓ Senior secondary students, Years 10-12, are taught and assessed through the Guideline for Individual Learning (GIL).
- ✓ Sunnybank Special School's Senior Program (years 11 and 12) offers ASDAN Subjects and individualised Programs that meet QCIA guidelines.
- ✓ Individual Student Support Plans (ISSPs), Health Plans and specialist para professional plans support access to the curriculum via goals devised through parent/carer, school and specialist partnerships.
- ✓ The school has scheduled data capture in the areas of students' literacy, communication, numeracy, general development. Data is collected for four purposes – informing planning for personalised curriculum development, assessing and tracking students' learning, formal reporting and informal evaluation of teaching.
- ✓ Our Whole School Curriculum, Assessment and Reporting Plan 2016-2020 aligns with State Schools Stages of schooling and version 8 of the Australian Curriculum. The plan is explicit, coherent and sequenced ensuring teaching and learning expectations are clear across all year levels.
- ✓ The school's Pedagogical Framework is based on the Dimensions of Teaching and Learning. The Pedagogical Framework outlines the structures and processes that support curriculum implementation and teaching and learning.
- ✓ Teachers participate in Intra-school moderation for Numeracy and Literacy twice a year. This process enables a shared understanding between teachers at Sunnybank State Special School about what is being assessed, why, to what level of achievement and what the students 'next steps' are in their learning.
- ✓ Teachers have the opportunity to participate in inter-school moderation twice a year between local cluster primary schools and special schools. This process involves teachers working together to give collective advice on teachers' assessment decision for students whose curriculum access point is from 1B of the 'Literacy General Capability' to year two.
- ✓ Assessment processes are aligned with Sunnybank State Special Schools, 'Whole School Curriculum, Assessment and Reporting Plan', 'Data Plan' and the Department of Education (DOE) 'P-12 Curriculum Assessment and Reporting Framework'.

P-12 Co-curricular activities

Tri School's Fun Run
Tri School's Dance-a-thon
Brisbane Tram and Bus Art Competition
Multi-Cultural Day
Senior School Camp
Supported Work Experience
School Sports Day
Internal Work Experience
NAIDOC celebrations
Life Stream Sport
Townsend Buses Fun Day
ASDAN certificates

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technology play a significant part in the life of students at Sunnybank Special School. All Teachers have an opportunity to participate in Professional Development that will enhance embedding ICT's into the class programs, including accessing the schools ICT Technician. A range of ICTs are used at Sunnybank State Special School to support students to access the Australian Curriculum and Guideline to Individual Learning and to encourage student engagement. These include

- ✓ Eye gaze technology which will be trialed in 2019
- ✓ Interactive Whiteboards
- ✓ Fifty iPads are used extensively throughout the school
- ✓ All classroom have touch screens / interactive television
- ✓ Switches
- ✓ Range of adapted hardware and software
- ✓ Laptops / desktop computers

Social climate

Overview

Sunnybank State Special School is a place where every child, parent and staff member is valued and diversity is celebrated. The school provides a positive learning environment for all students during all 'on' campus and community based curriculum offerings.

Sunnybank Special School is proud of its Responsible Behaviour Plan. This plan outlines the school's responses to behaviour 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 with specific "Look For's"- on a dedicated display board.

The expectation and success in following it, is celebrated on a Friday parade with certificates and a prize. Each fortnight, the Newsletter highlights the "Gotcha's/ Tokens" and Student Expectation winners as well as informing parents what the next fortnights 'behaviour expectation' will be.

The Data is collated from this process informs decision making with behaviour support which is shared with teachers and teacher aides on a monthly basis.

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.

Sunnybank Special has a number of community agency partnerships focussing on student social wellbeing and community participation. There are strong partnerships established with Regional student support teams and the school.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	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%	90%
• 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)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	90%
• 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%	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%	90%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• 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)			

Percentage of students who agree [#] that:	2016	2017	2018
---	------	------	------

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	70%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	96%	95%
• their school takes staff opinions seriously (S2076)	100%	96%	95%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'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

Sunnybank State Special School acknowledges that learning happens everywhere, not just at school. Children spend the majority of their time at home and in the community. They learn from watching others around them, participating in sports and hobbies and through play. Families are there for the whole journey and know their children better than anyone else. We focus on building genuine learning partnerships with families, combining their in depth knowledge of their children with the professional expertise of the school and teachers.

Parents and community members are also provided with opportunities to participate in the decision-making processes of the school through the P&C Association. Attendance levels and involvement of parents and carers at P&C meetings were maintained during 2018, making it a strong and active P&C.

The school adopts a three tiered communication protocol to enhance communication with families and the community. The main avenues for communication include: face to face, school newsletters, SMS service, communication books and school signage. Parents and carers are sent a copy of the School Newsletter each fortnight and these newsletters are posted on the school's website. Each addition 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.

It is also, through these forums that we celebrate student success and achievements and we celebrate and thank our family and community partners.

Parent Partnerships play a vital role in ensuring student needs are met and appropriate targets are set for students attending Sunnybank Special School. Parents are involved in their child's education through

- Fostering an open access policy for parent to contact class teachers, school leaders and administration staff.
- Finding interesting and innovative ways to engage parents in school activities and School wide 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.
- Parents are invited to participate in school committees and to attend school events and celebrations.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school has prioritized resources and strategies that provide, model and respond to developing communication skills around managing oneself and others. Students are being supported to recognise, react and report their own safety, as well as the safety of others, through sequenced "Health" units in HPE units (Early Middle Years and Junior Secondary in Semester One and Semester Two).

Shared playground times are daily opportunities for students to develop their understanding and skills for managing differences of opinion, sharing equipment and space and resolving possible conflicts appropriately without violence.

Sunnybank Special School's rules are Be safe, Be social and Be a successful learner. As part of the school's Positive Behaviour for Learning (PBL) processes, students receive direct teaching about school rules and are rewarded when they display appropriate behaviours, linked to school rules. The philosophy of rewarding positive behaviours is implemented across the whole school.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2018	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2018	2018–2018
Electricity (kWh)	46,934	72,198	44,166
Water (kL)		487	204

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School website search interface. It features a header with two buttons: 'Find a school' and 'Search website'. Below the header is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Under the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text 'View School Profile'.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows the My School website navigation bar. It contains several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is highlighted.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	14	20	<5
Full-time equivalents	12	11	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	4
Graduate Diploma etc.*	
Bachelor degree	11
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 35 410

The major professional development initiatives are as follows:

- Education Queensland Learning Place on line Training
- QASEL State Conference
- SECC Conference
- Balanced Literacy Winter intensive conference and workshop
- AAC Everywhere Workshops
- Additional SLP training
- Communication Matrix
- Assistive Technology course
- Communication and Proloquo2go course
- QCAA curriculum courses
- GIL curriculum training
- OneSchool Applications and Training
- Senior First Aid and CPR

- Peer Learning Circles
- Watching others Work- Observation and Feedback – Process and Procedure
- SECC Professional Learning Communities

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2018	2018
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, 83% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	81%	83%
Attendance rate for Indigenous** students at this school	88%	71%	67%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep		83%	92%
Year 1	95%	90%	90%
Year 2	DW	83%	95%
Year 3			86%
Year 4	DW	DW	
Year 5	92%	58%	DW
Year 6	94%	94%	72%

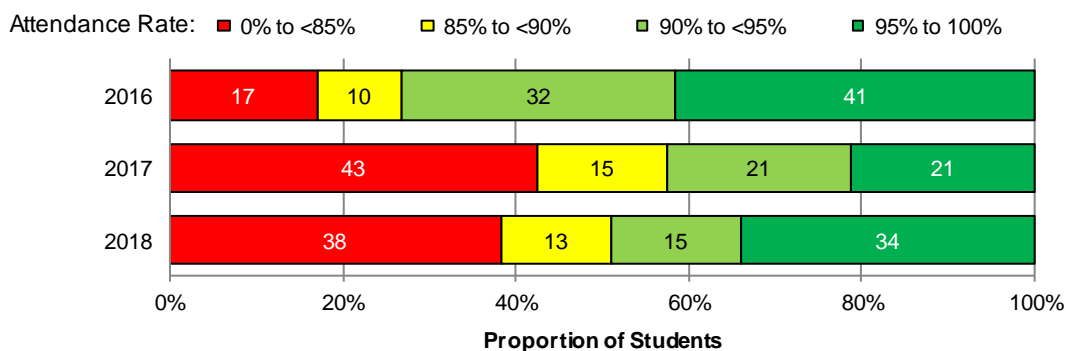
Year level	2016	2017	2018
Year 7	96%	80%	88%
Year 8	79%	95%	92%
Year 9	81%	91%	93%
Year 10	83%	66%	74%
Year 11	73%	88%	67%
Year 12	88%	75%	72%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Full attendance is expected at Sunnybank Special School, however Administration staff are aware that student attendance is impacted by health and disability based issues. Sunnybank Special School's attendance procedures are as follows

- ☐ Rolls marked twice per day,
- ☐ Families contacted on day of absence via SMS alert,
- ☐ School processes aligned with Queensland Education Enrolment Policy,
- ☐ Transport assistance to support students travelling to and from school, and
- ☐ Sunnybank Special School rewards students for positive behaviours through PB4L awards.

Students whose attendance is 95%+ receive a certificate at the end of each semester.

If absences are unexplained or have been for three or more days, the school administration contacts the parents/ cares 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	3	2	4
Number of students awarded a QCIA	3	2	4
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 QCE at the end of Year 12			0%
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP			0%

Description	2016	2017	2018
Number of students awarded one or more VET qualifications (including SAT)	0	0	0
Number of students awarded a VET Certificate II or above	0	0	0
Number of students who were completing/continuing a SAT	0	0	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	0%	0%	0%
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	0
Certificate II	0	0	0
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2018	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		500%	125%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.sunnybankspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>