

Sunnybank Special School

Parent Handbook



Sunnybank Special School
79 Troughton Road
Sunnybank Qld 4109
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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.

Location

Sunnybank Special School is a special school located in the Brisbane suburb of Sunnybank. The school is in close proximity to Sunnybank State Primary and Secondary Schools 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.sunnybankspecs.eq.edu.au

School Hours

- Morning Buses Arrive from 8:45 a.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 with an intellectual disability or with the dual disability of intellectual impairment and Autistic Spectrum Disorder. Students are also verified with a physical, hearing or visual impairments. The students range in age from 5 to 18 years old. The school also hosts an ECDP with students with specific disabilities from the age of 3 to school age.

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 provides an inclusive and specialised learning environment focused on achieving high expectations by supporting students to develop the skills and confidence to be safe, social successful learners and valued, contributing members of the community.

Our Values

- The physical, social and emotional wellbeing and development of the whole school community.
- The development of the whole person through active engagement in a wide range of innovative learning experiences to achieve high levels of success.
- A continuous cycle of review and improvement through feedback, team work and collaborative practices.
- Cultural diversity and respect for tradition, customs and beliefs.
- A culture built on respect towards all members of the school community.
- Open, honest and effective communication with all stakeholders.

School Staff

ROLE	NAME
Principal	Darren Greenway
Deputy Principal	Alex Wallace
Business Manager	Jenny Sayer/Sharon Batchelor
Head of Curriculum	Samantha Leigh-Cooper
Schools Officer	Simon Purton
Administration Officer	Kylie Epitropakis
Early Childhood Development Program	Sue Gaston
ECDP Teacher Aide	Leah Naumann
Early Years 1 Teacher	Michelle Grebenshikoff
Early Years 2 Teacher	Sara Annesley-McMahon
Early Years 3 Teacher	Tegan Marshall
Early Years 4 Teacher	Robyn Roper
Middle Years 1 Teacher	Harinder Gill
Middle Years 2 Teacher	Lee Warwick
Junior Secondary 1 Teacher	Jenny Warren
Junior Secondary 2 Teacher	Meg Nissan
Junior Secondary 3 Teacher	Renu Sami
Senior 1 Teacher	Pam Jarrett
Art Teacher	Jessica Parker
PE Teacher	Tyson Bignell
Teacher Aide	Vonnie Beckman
Teacher Aide	Kerry Bellas
Teacher Aide	Glenda Blyton
Teacher Aide	Alicia Chang
Teacher Aide	Anna Cheang
Teacher Aide	Ashleigh Collis
Teacher Aide	Kerri Dudgeon
Teacher Aide	Kylie Epitropakis
Teacher Aide	Robyn Forster
Teacher Aide	Suzie Knight
Teacher Aide	Mitchell O'Donnell
Teacher Aide	Penny Mourilyan
Teacher Aide	Leah Naumann
Teacher Aide	Leah Plint
Teacher Aide	Brenda Stone
Teacher Aide	Debbie Weir
Teacher Aide	Collin Williams
Cleaners	Josephine Dwyer Snezana Miletic Penny Mourilyan Mya Duric
Guidance Officer	Steve Reinke
Occupational Therapist	Siddhi Rawat
Speech Language Pathologist	Shelby Knott
Physiotherapist	Elodi Geertsema
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 other therapists (private, NDIS and health department), parents and teachers regarding therapy needs for individuals
 - **Occupational Therapist – Siddhi Rawat**
 - **Physiotherapist – Elodi Geertsema**
 - **Speech Therapist – Shelby Knott**
 - **School Nurse – Erin Jefford**

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 education access
- behaviour support
- conducting staff learning and development programs
- counselling
- Referral to other service providers
 - **Guidance Officer – Steve Reinke**

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 – Teresa McLean
Workplace Health and Safety Officer – Sam Leigh-Cooper
Teacher Union Representatives – Lee Warwick/Meg Nissan
Teacher Aide Union Representatives – Debbie Weir
Information Technology Technician – Rob Codognotto
One School Coordinator – Darren Greenway
Head of Curriculum – Sam Leigh-Cooper
PBL Coach – Jennifer Johnson
GRTW Coordinator - Darren Greenway/Jenny Sayer

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

In 2019, the school underwent a major renovation, with new classroom environments, new therapy rooms, renovated Library, new school playgrounds and classroom kitchens.

We place a high importance on the use of technology to support student's communication and to access the curriculum. Every classroom in the school is equipped with iPads, computers and an interactive televisions. 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 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 and school oval.

To support student access to community based learning programs and external work experience, the school also owns two buses.

EDUCATIONAL PROGRAM AND PRACTICES

School Curriculum

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

The Senior School planning focuses on the guide for Individual learning areas and the Queensland Certificate of Individual Achievement.

Pedagogy – The Art and Science of Teaching

The 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.

This pedagogical framework has 10 questions to assist teachers in planning and teaching. The staff also use Age Appropriate Pedagogies to enhance teaching and learning. To underpin the work in the early years sector, the school incorporates Walker learning principles into Sunnybank Investigations.

Positive Behaviour for Learning

We actively follow the principles of Positive Behaviour for Learning (PBL). 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, playground and parades) 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, the principal identifies which of the three behaviour expectations will be focused on that week teachers have a term list to prepare lessons from. Students model the desired behaviours. 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. This is assisted with an iMovie of the identified behaviour and skills.
- Each class has displayed a "What I am looking for" with the goals identified for the week.
- 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 bring any tokens received to their classroom teacher to put in a token box which is 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, tokens will be drawn from the tokens collected during the week. These students are awarded a PBL sticker award. The names of students that receive these awards are published in the fortnightly school newsletter.
- At Friday parade, students from each class is presented with a PBL 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.

Star Student

Exceeding Expectations



Individual Curriculum Plan (ICP)

What Is an Individual Curriculum Plan?

An Individual Curriculum Plan (ICP) is used to record curriculum decisions for students who are being provided with a curriculum at a higher or lower level than their age cohort for a whole learning area, or for all learning areas.

How have you determined my child requires an ICP?

Students who are achieving below their age cohort have been identified through the careful analysis of data collated from work samples, unit pre and post-tests, unit assessment tasks and scheduled diagnostic tests. The classroom teacher and the Head of Curriculum have worked collaboratively throughout this process.

Why would an Individual Curriculum Plan be a benefit to my child?

For a student to achieve success with their education, it is important the curriculum they are provided is at a level where success is obtainable. An ICP allows teachers to provide a curriculum to identified students at a lower level than their age cohort; this will enable them to achieve success with their learning and progress through the curriculum.

How will this change my child's education?

Teachers plan their teaching and learning experiences to cater for the needs of all students. When an Individual Curriculum Plan is implemented to support a student's education, this allows the teacher to provide a curriculum at a differentiated lower level, assess the student's progress at the higher or lower level and also report on their achievement at the level determined in the ICP.

Individual Curriculum Plans are created and implemented for a semester then reviewed. When an ICP is reviewed, it may be determined the document requires changes. The parent/care giver will be involved in every aspect of the ICP process.

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 students 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. Individual student support provisions may also be included in the OneSchool report.

Community Based Learning and Excursions

When appropriate, classes in the school are encouraged to access the community as part of their educational programs. The programs are developed across the school.

Prior to a class engaging in Community Based Learning, the teacher must complete a Curriculum Activity Risk Assessment, Excursion Planner 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 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 DE TE enrolment procedures. Enrolments are coordinated through the school Principal, Guidance Officer and Metropolitan Regional Office.

If you would like to enrol 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: 2:30 p.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 PBL Awards are presented each Friday afternoon.

Student Resource Scheme

School Resource Scheme funds are used to purchase consumables for class programs – ie: specific art material, coloured paper/card, student stationery requirements, additional tissues, gloves, laminating film etc.

If classes are running specific programs such as weekly cooking – this is charged separately.

Payments can be made to the school office, through Centrelink, BPoint, Bpay, 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 6 or more students with all classes having a full time teacher and teacher Aide. Additional teacher aide support is provided to support students in individual programs and needs.

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

The school has a Communication Book which is the main form of interaction between the school and parents and are sent home each day. All students are issued with a Communication Book each term. 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.sunnybankspecs.eq.edu.au .

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 Sports Day. The school houses are Dingoes (Yellow), Crocodiles (Green) and Kangaroos (Red). The mascots of the Positive Behaviour for Learning. Students are encouraged to dress in their House colour for this special event.

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 Senior Camp.

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: 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:

Early Years - Students play in the ECDP Playground.

Middle School – Student splay in the Middle Playground

Junior Secondary and Senior School - Students have access to the oval, Middle School Playground, Gym and Sensory 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, Anaphylaxis, 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

A school uniform has many benefits including neatness, smart appearance, and lower long term costs for parents, and for some students, assistance in identification in the community.

Uniforms with logos are only available through the school P&C. For pricing information please [contact](#) us.

All students are strongly encouraged to wear the school uniform.

Summer: Green Polo shirt, embroidered navy collar with white school name, broad brimmed hat, navy shorts/ skorts, skirt.

Summer: Senior School Navy Polo with Senior Logo, embroidered green collar, broad brimmed hat, navy shorts/ skorts, skirt.

Winter: Summer uniform plus Navy Tracksuit Jumper or jacket, navy tracksuit pants. Navy shorts and navy tracksuit pants may be purchased from local stores.

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 visitor's 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 **must** 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.

REFUND POLICY

At Sunnybank Special School we are committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

School excursions and camps enhance a student's learning by providing opportunities for the student to participate in activities, both curriculum-related and recreational, outside the normal school routine. All planned school excursions are approved by the Principal and endorsed by the Parents and Citizens Association.

State schools are able to charge a fee for:

- an educational service including materials and consumables not defined as instruction, administration and facilities for the education of the student

- an education service purchased from a provider other than the school where the provider charges the school and
- a specialised educational program.

A school fee is directed to the purpose for which it is charged.

School fees for extra-curricular activities are calculated on a cost recovery only basis, according to the number of students who have indicated their attendance.

Participation of students in an extra-curricular activity is indicated through payment of the fee and provision of a permission form completed by the parent.

As the school budget cannot meet any shortfalls in funding for an extra-curricular activity due to the subsequent non-participation of a student who had previously indicated attendance of the activity, fees already paid for an extra-curricular activity may be refunded in full or in part or not at all, having regard to the associated expenses incurred and the circumstances of the non-participation.

If a parent wishes to apply for a refund due to their child's non-participation in an extra-curricular activity, they may do so by completing a Request for Refund form available from the school office. Where possible, the request should include the receipt relating to the payment for which a refund is being sought.

It is preferred that refunds be made as a credit against the student's account at the school, and used to offset any future charges.

Department of Education and Training policy references:

Education (General Provisions) Act 2006

SCM-PR-002: School Excursions

FNM-PR-019: State Education Fees

Student Resource Scheme

<http://ppr.det.qld.gov.au/corp/finance/services/Procedure%20Attachments/Student%20Resource%20Scheme/Student-Resource-Scheme.pdf>

Overview

Under the *Education (General Provisions) Act 2006* (Qld) (Section 50(2)), the cost of 'instruction', 'facilities' and 'administration' are met by the State. **State funding for schools does not extend to individual student resources such as textbooks, equipment for personal use and items used/consumed by the student in the classroom.** Parents are responsible for supplying these resources to support student learning. The SRS provides parents with a convenient and cost-effective alternative to individually sourcing:

- curriculum resources
- personal computing devices
- other educational programs.
-

Responsibilities

Principals

- This procedure applies regardless of the terminology used to charge parents a fee for curriculum resources, personal computing devices and other educational program resourcing.
- Assess the GST treatment of the SRS fee by assigning the correct tax codes to the portion that relates to GST-free and GST taxable supplies.
- Determine SRS inclusions and fees annually for endorsement by the P&C (see definition below).
- Seek approval for any variations to this procedure (see process step 2).

- Ensure that access to instruction, school facilities, and administrative support is not diminished for students whose parents choose not to participate in a SRS (see process step 3, below).
- Ensure no student is disadvantaged in their education, regardless of participation in a SRS.
- Assess any parent applications for fee waiver in accordance with the information provided in the User charging procedure.
- Ensure SRS revenue (including Textbook and Resource Allowance (TRA)) is spent in line with the fee for service intent of the scheme.
- SRS and TRA revenue represent parent funds that have been provided for a specific purpose and must be treated and spent accordingly.
- SRS and TRA revenue must be reported against SRS expenses for both budgets and actuals. It must be transparent how much revenue has been received and what the funds have been used for. This transparency includes reporting to the schools' P&C.
- Report annually to the P&C on SRS and TRA revenue and expenditure. Administration of the SRS and TRA (DoE employees only) provides guidance on how to account for and report SRS revenues and expenses.
- Ensure a parent has completed the departmental SRS Participation Agreement Form (PAF) for each student.
- Ensure parents are presented with the details of SRS inclusions and fees prior to, or with the issuing of invoices. Ensure the option to choose not to participate in a SRS is included with this information.
- Ensure parents who decide not to participate in the SRS are provided with the full listings of items that will be required by the student, including the costs for school generated resources.

P&C Associations

- Ensure that all parents are notified at least one month in advance of meetings where the SRS is to be discussed.
- Decide whether to support the school's application to offer a SRS other than in accordance with this procedure (see process step 2).
- Decide whether to endorse SRS inclusions and fees annually (see process step 5).
- Endorse, if acceptable, an annual report from the school on the revenue and expenditure of SRS (and TRA) funds for the previous year.
- Ensure decisions relating to the SRS are recorded clearly in meeting minutes, including approval of the fee for the following year and any vote outcomes.

Parents who choose to join the SRS in any year

- Complete the Participation Agreement Form (PAF) and familiarise themselves with SRS inclusions as published by the school and the Terms and Conditions detailed on the PAF.
- Pay SRS invoice/s as per the schedule nominated on the PAF.
- Ensure that any resources hired through a SRS are returned to the school in reasonable condition, or pay for the repair or written down value (see definition) of items that are not returned in reasonable condition.
- Where a student leaves the school part way through the year and damages or does not return an item, the school is entitled to deduct the costs of repair or replacement from any SRS pro-rata refund entitlement for that student.
- Repair or replace any lost or damaged resources purchased outright through the SRS for personal use (e.g. student diary).
- Approach the principal to request a fee waiver in cases of financial hardship, as outlined in the User charging procedure.
- Participation in a SRS must be for the full annual scheme fee, there is no provision for part-participation.
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- Where a parent has not completed the PAF and pays the annual SRS fee, this implies acceptance of the SRS Terms and Conditions regarding the temporary use of resources.

Parents who choose NOT to join the SRS in any year

- Complete the section of the PAF selecting that you do not wish to participate in the SRS.
- Provide the resources that would otherwise have been provided through the SRS.

Finance Branch

- Consider schools' applications to modify the PAF.

Assistant Director-General, Finance and Chief Finance Officer

- Make determinations about applications to operate a SRS other than in accordance with this procedure.

Process

1. Schools decide whether or not to offer a SRS

Schools decide whether to offer SRSs for any or all of the resourcing schemes based upon classroom and budget requirements and specialised program offerings, as follows:

- curriculum resources, i.e. textbooks, student diaries, in-class consumables
- personal computing devices i.e. laptops or iPads
- other educational programs i.e. instrumental music, choir, excellence programs, Vocational Education and Training (VET) programs (where school is a Registered Training Organisation).

2. Seek approval for any proposed variations to this procedure

If a school wishes to implement alternative innovative processes to more effectively manage the operation of a SRS other than as outlined in this procedure, the principal needs to:

- seek endorsement of the variation from the P&C Association
- seek approval of the variation from the Assistant Director-General, Finance and Chief Finance Officer.

3. Determine SRS inclusions

The State Education Fees Matrix outlines in detail items that can and cannot be included in a SRS. Additionally, Administration of the SRS and TRA (DoE employees only) provides guidance on the appropriate Product Lists (by GL description) that fit within the scope of appropriate inclusions for each SRS. As a general rule, items included in a SRS will be:

- used/consumed by the student in the classroom through practical activities and projects during the school year (such as art supplies, timber, or cooking ingredients)
- hired to the student for their personal use for a specified period of time (such as textbooks, IT devices and musical instruments)
- retained by the student and used at their discretion (such as diaries and workbooks),

All items included in the SRS must be able to be independently sourced by parents who choose not to participate in the SRS, either from a third party supplier or by purchasing a school-specific resource (such as a diary or workbook) from the school.

Fees for additional qualifications that may be offered by the school through a third party provider, such as VET qualifications or higher education subjects, are also separate to the SRS. If, however, the school itself offers vocational courses as a Registered Training Organisation, these programs could be considered an 'other educational program' and offered as a SRS.

Other cost recovery fees, such as for camps, excursions, extra-curricular activities, arts council, affiliation fees or competition fees must be charged only to parents of students who participate directly in the activity, and cannot be included in the SRS.

4. Determine the annual fee

Participation fees are based upon recovering the cost of resources as listed in step 3 above. Costs may be based on average costs for a specified cohort (e.g. subject, year level, whole school, participants in an 'other educational program'), rather than calculated individually for each student, however the fee must provide a cost benefit for every parent, regardless of subjects selected. The fee must be based on the costs for the cohort to which it applies, i.e. only students involved in sporting excellence can be charged fees related to sporting excellence.

Where a school offers more than one SRS, fee calculation and parent information will be specific to each SRS, although the school may issue a single invoice for a student participating in more than one SRS.

The SRS fee must be transparent in its method of calculation, defensible, and reasonable. For resources hired through a SRS, ensure the cost for each hire period represents a portion of the purchase price based on expected life of the item and the length of time each student will be issued with the item.

Where included items will be retained at the school and used/consumed in class (e.g. workbooks, art supplies, sand paper), ensure that the cost to parents only includes the consumable materials or resources that will be used/consumed by the student during the SRS year. If resources retained in the classroom are exhausted before the end of the year, the school must ensure that classes remain effectively resourced, and parents must not be charged any additional, unforeseen, fees.

As per the User charging procedure, a SRS fee:

- must not educationally disadvantage a student, deter them from enrolling at a particular school, choosing a particular subject or affect their ability to be assessed
- must not be used to raise funds for a purpose other than delivering the specified resources
- should not be charged if the cost of the goods or services provided can be absorbed without charging a fee.

The cost of administering a SRS at a school can also be recovered through SRS fees. SRS administration fees must be modest, defensible and proportionate to the time required for staff to administer the SRS. Administration of the SRS and TRA (DoE employees only) provides guidance on establishing appropriate fees for SRS administration. When the SRS annual fee includes a mixture of GST free and GST taxable school supplies, determine the portion that relate to the different GST treatments and assign the correct tax code.

The Textbook and Resource Allowance (TRA) provides financial assistance to parents of secondary school students to reduce the cost of education. Where a SRS is offered, the TRA will be applied as a deduction to the annual cost of participation in the scheme. Schools must clearly show in SRS information provided to parents how the TRA has been applied to reduce the annual SRS fee. Parents who have informed the school that they do not wish to participate in the SRS will receive the TRA as a payment from the school.

Discounts and credit arrangements

Principals may charge less than the calculated cost recovery fee, having regard to parents' capacity to pay and an understanding of the implications on the school budget of subsidising these costs. In determining the level of fees set, principals should consider the likelihood of

the school community's acceptance and capacity to pay and consider all options to use school funding where applicable.

Principals may offer parents an instalment payment option to spread the cost of participation over the school year.

Calculating pro rata fees for students enrolled for part of the school year

The SRS Refund Calculator (DoE employees only) is available to help schools to calculate pro rata fees for students who are not enrolled at the school for the full school year.

For participating students:

- entering the school partway through the year, calculate a pro-rata fee and invoice accordingly
- leaving the school partway through the year, calculate the residual balance and either seek payment from, or make a refund to, the parent

5. Obtain P&C endorsement of SRS inclusions and fee

- The SRS inclusions and fees must be endorsed annually in writing by the P&C Association (or [a] parent representative/s where the school has no current P&C Association).
- The school must report SRS revenue and expenditure for the previous calendar year to the P&C Association annually at or before the meeting to discuss the SRS for the following year. The Administration of the SRS and TRA (DoE employees only) includes detailed information about how to produce this report from OneSchool.
- Endorsement of a SRS cannot be delegated to the P&C/school executive and must be considered by a full meeting.

6. Invite parents to participate in the SRS

- Participation in each SRS is optional and there is no obligation for a parent to participate. On a student's enrolment, the principal will provide parents with information about the school's SRS and the relevant PAF/s. Every parent will be requested to complete a PAF on enrolment for each student at the school, to formally opt in or out of the scheme for the duration of the student's enrolment. Schools offering a SRS for "other educational programs" (see definition) may have a selection process and therefore may choose not to distribute this information at enrolment.
- Parents who have agreed to participate in one or more scheme/s must be given the opportunity to opt out of each SRS each year (see step 8). Parents who opt out are expected to provide the resources detailed by the school-supplied resource list (related to that SRS) for their child.
- Parents who choose to opt out of a SRS in any given year may opt back in in a subsequent year.

It is recommended that schools use the SRS Parent Information Template (DoE employees only) to provide information to parents about each SRS. If the school chooses not to use the approved templates, the information must include all of the required information outlined at step 7.

The Terms and Conditions on the department's PAF have been approved by legal advisors and can only be modified with prior written approval of Finance Branch. To seek approval for a modification, contact your local Senior Finance Officer.

If the school decides to introduce a new SRS in any year, all affected parents must be provided with the PAF and supporting paperwork and offered the opportunity to participate for the remainder of their child's enrolment at the school.

7. Advise parents of the SRS inclusions and annual fee

It is recommended that schools use the SRS Parent Information Template (DoE employees only) to provide information about each SRS to parents each year to support parents' decision on whether or not to participate in a SRS. Information must include:

- the annual SRS fee/s and resource inclusions in sufficient detail for parents to make an informed decision
- which of the items are provided outright and which are hired temporarily and must be returned to the school in good condition at the end of the hire period or when the student leaves the school (whichever is earlier) (see step 11)
- for schools with students in years 7 to 12, the amount of the TRA, and a clear indication of the reduced SRS fee once the TRA has been applied
- the option to choose not to participate in a SRS for the current year.

Schools must, at a minimum, publish the above information for each SRS offered on the school's website and include a notice in the school's newsletter when the information is published. The recommended location for schools to include SRS information is under the "curriculum" or "resources" tab on the school's website.

The school must provide parents who choose not to participate in a SRS with:

- a detailed list of items that will be required for their child's subjects
- a list of items only available through the school (i.e. student ID cards and workbooks) and the cost for non-participating parents to purchase these items separately.

The school may wish to contact parents who have previously opted out of the SRS to confirm this ongoing choice. Any parent who chooses to re-join (regardless of completing a PAF previously) must complete a new PAF before being issued an invoice.

Note: Steps 7 and 8 may be undertaken concurrently.

8. Issue invoices

Schools may generate a bulk invoice run to produce invoices for all parents who have agreed to participate in each SRS. If not already provided to parents, invoices must be accompanied by the information specified in step 7, including information on how to opt out of participation.

Invoices raised to parents who subsequently advise the school in writing that they choose not to participate in the SRS must be cancelled. Refer to Instructions for schools on preparing and cancelling invoices (DoE employees only).

A school may include participation in more than one SRS on a single invoice. If an invoice includes multiple SRSs, parents need to be able to identify the costs associated with each SRS should they wish to opt out of one or more of them.

Invoices may be raised in the year preceding the SRS year. All invoices must have a minimum of 30 days for payment.

The timing of when invoices are raised must be reasonably aligned with the timing of when expenses will be or are expected to be incurred. This alignment does not need to be exact, however schools should not invoice parents many months in advance of having to incur costs.

9. Make determinations about fee waivers

Refer to the fee waivers section of the User charging procedure for information about waiving fees in circumstances of financial hardship.

10. Provide items included within each SRS

Students may collect SRS resources from the school on parents' behalf. If any resources on the list of hired items included in the SRS are not provided or not in reasonable condition, parents should contact the school office. Resources hired to parents under the SRS remain the school's property and must be recorded and managed in accordance with the department's Equipment management for schools procedure.

11. Recover items that are included on a hire basis

The school must recover hired assets on completion of the hire period or when the student leaves the school, whichever is sooner.

Where items are not returned, or not returned in useable condition, the school may, at the principal's discretion, charge the parent a repair or replacement fee:

- according to an agreed replacement or repair cost
- based on a quotation from an external supplier for repairs
- equal to the written down value (see definition) of the item.

12. Manage debts in accordance with the department's Debt management procedure

The school may instigate debt recovery action in accordance with the department's Debt management procedure if:

- a parent has indicated that they wish to participate in a SRS
- a parent has not advised the school in writing before the due date of the SRS annual invoice that they do not wish to participate for that year, and
- has not paid the SRS participation fee or made payments as per an agreed payment plan on the PAF
- has not been granted a fee waiver.

**EVACUATION
AREA**

Bus Set down

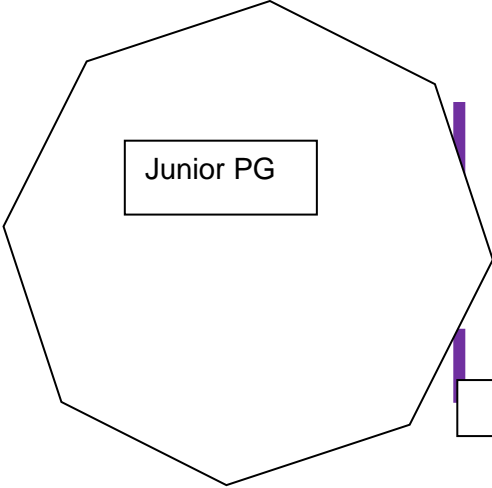
Junior
Playground

Block D
ECDP

Student
Waiting
Area

BLOCK A
Admin

BLOCK 7
Gym



B1-Classroom

Multipurpose/Store/office

B 2 – Classroom

Staff /Data/Sensory

B Block

WC- WC Assist-Staff WC-

B3 Classroom

Multipurpose/Store/offic

B4- Classroom

BLOCK 5
Snoezelen
5.1

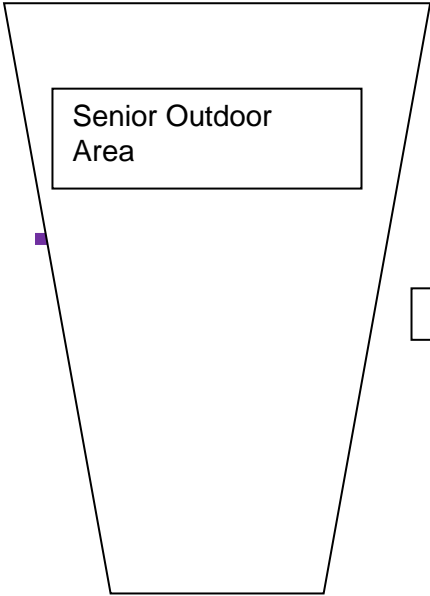
/// Kitchen

Classroom

Schools
Officer

Toilets

Cleaner



C 1 –
Classroom

Multipurpose/Store/
office

C 2 – Classroom

C Block

Therapy Room – Data -
Therapists

WC- WC Assist-Staff WC-
Laundry

C 3 – Classroom

Multipurpose/Store/office

C 4 – Classroom

Bus
STORAGE
SHED

Covered Outdoor Learning Area

