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Principal's foreword

Introduction

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 in academic learning, independent living, and work skills. We aim to provide a flexible, nurturing and tolerant environment where all students are encouraged to achieve their full potential.

We believe that

- ☆ All students are capable of learning.
- ☆ Our challenge is to use soundly based innovative pedagogy to meet the individual learning needs of each of our students.
- ☆ This will enable students to function as independently as possible in an ever-changing literate society, in its many and varied forms.

Sunnybank Special School provides high quality education that assists all of our students to love learning, develop judgement and a sense of responsibility, understand the past and prepare to embrace the future to the best of their capabilities.

Sunnybank Special School equips young people for the future to enable them to contribute at their fullest potential in a socially, economically and culturally vibrant society.

School progress towards its goals in 2010

1. Give all students the opportunity to develop to their fullest potential a strong foundation in functional literacy and numeracy in the early years as a basis for progress in all future learning.

Results from the parent's responses to the 2010 School survey on 'that the school is developing your child's numeracy skills' and 'that the school is developing your child's literacy skills were equivalent to the state mean'. However the ranking of the responses indicated that there needed to be a continued focus on functional literacy and numeracy across the whole school in 2011.

2. All students to have the opportunity to engage with appropriately adjusted learning's specified in the mandated curriculum documents: Early Years Curriculum Guidelines, QSA Special Needs, Training Packages & Voc Ed.

Sunnybank Special School has developed a curriculum specifically designed to meet the individual needs of the students who attend our school. In response to educational reforms, this was reviewed and updated in 2010 to bring it into better alignment with the mandated curriculum. The School survey in 2010 indicated that the school curriculum was still an area of some concern for parents. While all the results were equivalent to the state mean, for Sunnybank Special school, they ranked as areas receiving lower responses. These results highlighted the need for continued curriculum renewal.

3. Develop and implement a coordinated ICT plan where the teachers are using ICT to develop and deliver learning experiences and ICT is embedded in the whole-of-school curriculum plans.

This has been an area of continued improvement highlighted by the School survey results from both staff and parents. 'That the school is developing your child's computer technology skills and 'with the opportunity your child has to use internet-based resources for learning at school ranked highly. Greater satisfaction was recorded 'with the access that your child has to the internet at school' and 'with the access your child has to computer technology at school'. Staff also identified improved technology in 'I can access appropriate ICT to do my job well and 'In this school, ICT devices are well maintained'. All results were at state mean or above.

4. Use school wide positive behaviour support program to implement consistent rules and plans across the school.

Sunnybank Special school has a high percentage of students with severe and challenging behaviours. In 2008, the school started to use School Wide Positive Behaviour Support. There has been a very significant improvement in the schools EBS data, but it is a continuing ongoing priority. Parents responses 'about the behaviour of students at school'; 'with student discipline in the school'; 'that your child is safe at this school'; 'that your child is treated fairly at this school' were all significantly above the state mean. Staff responses continue to indicate that SWPBS needs to continue in 2011 for staff and student well-being.

5. Continue to make the school an intentionally inviting environment through facilities upgrades

As an older school, Sunnybank Special School has had ongoing issues with facilities. Many improvements have now underway due to Building the Education Revolution (BER) and State Schools of Tomorrow (SSOT) funding. Classrooms are being upgraded as well as grounds. School survey results from parents and staff show this as an area of ongoing priority but significantly not as highly ranked. This school continues to have good workplace health and safety practices. All are equivalent or above state mean. Completing the facility upgrades will be a high priority in 2011 supported by BER and SSOT.

Future outlook

1. Give all students the opportunity to develop to their fullest potential a strong foundation in functional literacy and numeracy in the early years as a basis for progress in all future learning.
2. All teachers are to be proficient in planning, aligning and assessing curriculum within the parameters of the P-12 Curriculum Framework and National Curriculum
3. Implement consistent agreed school wide processes for collecting school wide data, classroom unit data and individual student data which will be analyzed and used to inform the individual learning needs of all students.
4. Develop and implement a coordinated ICT plan where the teachers are using ICT to develop and deliver learning experiences and ICT is embedded in the whole-of-school curriculum plans.
5. Use school wide positive behaviour support program to implement consistent rules and plans across the school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational
 Year levels offered: Special Prep – Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
44	13	31	91%

Characteristics of the student body:

The school caters for students aged 4 - 18 years. There are currently 44 students enrolled at Sunnybank State Special School. It supports a range of inclusive options for students with disabilities.

All permanently enrolled students have been verified as having an intellectual and or autistic impairment, sometimes in combination with other impairments. All students require alternative programs, an alternative setting, individual education programs and specialist teacher support.

The school has an ongoing inequitable distribution of gender with 70% of the population being male. There is also an uneven spread of ages, with the school being continually 'top heavy'.

Students come from a broad range of social and cultural backgrounds, as well as refugees. The school has high level of multicultural and ESL enrolments.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	4				
Year 4 – Year 10	5				
Year 11 – Year 12	6				
All Classes	5	N/A	N/A	N/A	N/A

School Disciplinary Absences

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

Curriculum offerings

Our distinctive curriculum offerings

Sunnybank Special School has developed a curriculum specifically designed to meet the individual needs of the students who attend our school. The curriculum is set around the Key Learning Areas.

All teachers plan, align and assess curriculum within the parameters of the P-12 Curriculum Framework at each student's individual level. Each of these Key Learning Areas is further broken down into a number of outcomes that describe the skills and knowledge, aimed for.

Our school at a glance

It is a top priority that all students have the opportunity to develop to their fullest potential a strong foundation in functional literacy and numeracy.

Individual Education Plans

An Individual Education Plan (IEP) is formulated for every student. These plans are drawn up to cover each school semester period. They can be adjusted at any time to suit individual or emergent needs.

Extra curricula activities

- Cycling – on the dedicated school cycling track
- Camps – at a variety of sites each year
- Horse Riding – at the McIntyre Centre
- Snoezelen Therapy – in the purpose built white room
- Market Program – life skills program across the senior school
- Cafe Cool – a weekly café program
- Travel Training – on the full range of public transport
- Lunch Program – organised by classes and operated across the school
- Tenpin Bowling – at local venues
- Fine and Gross Motor Program – for each class weekly
- Trampolining – individual activity in school gym

How Information and Communication Technologies are used to assist learning

All students and staff have access to a variety of ICTs across their school day including

- Computer and internet access
- Digital Cameras and Video Cameras
- Data projector
- Television, Nintendo Wii's and DVD
- Electronic Cash Register and scales
- Switch activated toys
- Augmentative communication devices
- Interactive whiteboards

To enhance and facilitate student access to ICTs, we also use a variety of assistive technology including:

- Literacy and Numeracy Support Software
- Switches
- Iconic Communication Support Software
- Supportive Hardware

Sensory-motor 'Snoezelen' activities are incorporated into the school's ICT agenda

Social climate

At Sunnybank Special School students and staff come from a broad range of social, cultural and refugee backgrounds. The school is proud of its high level of multicultural enrolments.

School students and their families are involved in a large number of school activities. These include the school sports day, multicultural day and the end of year awards and school concert. All students are active participants, supported by their families and the community. These events are highlights of the school year.

The school participates in a number of community events such as the Lions Circus, Rotary Picnic, Darling Point Fun Run, Bus and Tram Art Competition and Special Mini Ekka. These provide an opportunity for the students to share with the wider community.

To support family and community involvement, the school has a number of specialised facilities

Our school at a glance

- A large indoor gymnasium where gross motor therapy, physical education and music therapy programs are implemented. This facility is also used for school assemblies and performances
- A Snoezelen Therapy Room - multi sensory stimulation white room
- A Bike Track and a large range of bicycles, tricycles and scooters. Some are modified for use of students with physical disabilities
- Two separate, securely fenced Adventure Play areas for Junior and Senior students
- A wheelchair accessible bus provided by Education Queensland to facilitate access to community learning environments. This bus is shared with 2 other schools.
- Two minibuses funded by the gambling fund, variety club and local football club. These buses are available for student outings 5 days per week. One bus is wheelchair accessible.

Parent, student and teacher satisfaction with the school

Given the school clientele and complexities, the overall satisfaction of parents and staff remain acceptable. The ability to measure student satisfaction is limited by the ability to accurately collect this type of data.

It is clear from the survey results that parents are looking for improved results in literacy, numeracy and science for all students. This will continue to be an ongoing challenge if students are measured against existing standards. It is anticipated that with the introduction of the new Australian Curriculum there will be a consistent curriculum for all students including the range of students enrolled at Special Schools.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	68%
Percentage of students satisfied that they are getting a good education at school	N/A
Percentage of parents/caregivers satisfied with their child's school	82%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	76%
Percentage of staff members satisfied with morale in the school	79%

Involving parents in their child's education

To ensure that parents are an integral part of their child's educational program, they are involved in the process of

- Setting and evaluating IEP (Individual Education Plan) and SET goals
- Profiling using the Educational Adjustment Program
- Designing community programs
- Individualising life skills programs
- Actively supporting the Parents' and Citizens' Association and specific interest groups
- Extending school procedures in areas such as use of school facilities, wearing school uniform by volunteers; personal development program

To ensure that parents are fully informed, the school communicates with parents through

- The daily use of individual communication books to report significant events
- Weekly newsletters incorporating the use of photographs and student work and celebrating school success distributed via print media, website and School Share Point page.
- Changeable school notice board to celebrate success and advertise events

Our school at a glance

- School community functions at least once per term to enable parents to mix with staff, parents, and wider community
- A school website updated weekly
- Using digital communication methods with selected parents
- Having students and parents participate in school assemblies

The school has an active P&C which has

- Support school social and fundraising functions
- Well attended and regular meetings
- Run a successful school uniform shop

Reducing the school's environmental footprint

Sunnybank Special School has a commitment to reduce our environmental footprint. To reduce electricity use, all lighting is low wattage fluorescent. There are solar panels generating power which is fed back into the grid. Air-conditioning usage is monitored and units are kept well maintained.

To reduce water usage, all showers have water saving heads and all cisterns are dual flush. Tap heads are removed from outdoor areas over holidays to prevent wastage. Garden beds are mulched to reduce water evaporation and the school has a number of rainwater tanks to collect water which is then used to maintain gardens and school oval as well as supplement water-based curriculum activities.

The students are also involved in this process through an active can and paper recycling program. It is noteworthy that Sunnybank Special School in 2010 significantly reduced usage in all areas. This was not reflected in expenditure as these all rose due to increased cost per unit. Sunnybank Special School will continue to be vigilant in reducing our environmental footprint.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KWH	WaterKL	GasMJ
2010	\$13,898	\$7,838	\$4,417	\$958	\$685	\$0	\$0	36,798	270	0
2009	\$12,829	\$7,090	\$0	\$0	\$612	\$0	\$5,127	43,749	336	0
% change 2009 - 2010	8%	11%	N/A	N/A	12%	N/A	-100%	-16%	-20%	N/A

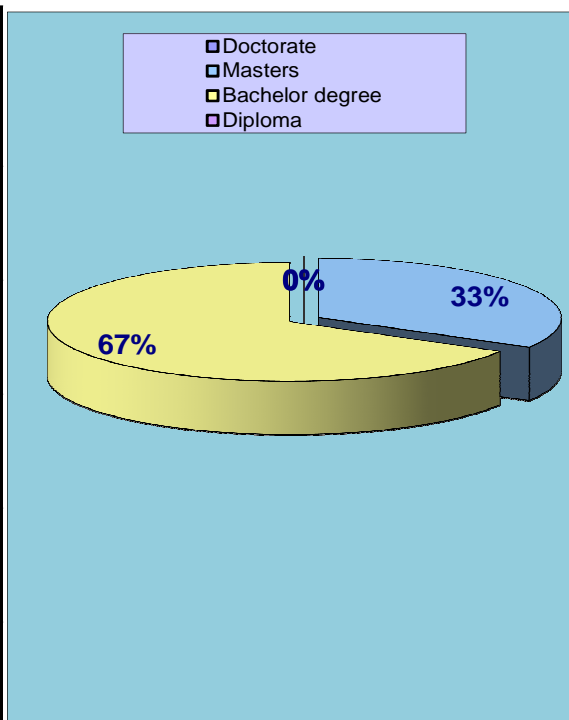
Performance of our students

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	12	18	<5
Full-time equivalents	12	9	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	8
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2010 were \$11631.

The major professional development initiatives are as follows:

- Senior First Aid and resuscitation
- Anaphylaxis, Diabetes and Midazolam Training

Performance of our students

- Understanding Disability
- OneSchool Unit Planning
- State Wide Positive Behaviour Support School Training
- Transition
- Behaviour Management
- Interactive Whiteboards
- ASEAQ Conference
- Boardmaker and speaking dynamically pro

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 92%.

Student attendance for each year level

Students in special schools all have their year level recorded as PS. This means it is not possible to show attendance for separate year levels.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Sunnybank Special School non-attendance is not an issue. Rolls are marked twice daily. All students are brought to school by school transport and delivered to the school or transported by family and delivered to the school. Parents ring transport and school if student is to be absent. Reasons for absence are clearly given and where necessary supported by documentary evidence.

Performance of our students

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Students from Sunnybank Special School do not participate in these assessments

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results

Achievement – Closing the Gap

Sunnybank Special School has a 7% indigenous population. This has been consistent over the last 2 years meaning that our retention is 100%. There is no significant difference between attendance and attainment between our Indigenous and Non-Indigenous students. Indeed Indigenous student's attendance rates are even slightly higher than Non-Indigenous students.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

80%

Year 12 student enrolment as a percentage of the Year 10 student cohort.

Students in special schools all have their year level recorded as PS. This means it is not possible to extrapolate this.

Performance of our students

Outcomes for our Year 12 cohort of 2010

Students in this school only work towards the QCIA. This means all other areas will be 0.

Number of students receiving a Senior Statement.	6
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	6
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	0
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	0	0	0	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
0	0	0

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

Sunnybank Special School had no early leavers in 2010. This is consistent with previous years.