

2018 Annual Report to The School Community



School Name: Sunshine Special Developmental School (5267)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 13 March 2019 at 07:15 PM by Nicole Edwardes
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 March 2019 at 11:19 AM by Daniel Smith
(School Council President)

About Our School

School context

Located in Melbourne's Western suburbs, Sunshine Special Developmental School (SDS) offers a unique and innovative learning environment for students aged from 5-18 years with moderate to severe Intellectual Disabilities. Sunshine SDS is a P-12 school and is organised around a Primary and Secondary Learning Centre Model. The school is home to a wide range of students from diverse nationalities and cultural backgrounds. Our Vietnamese community is strong and we welcome an increasing number of Burmese and African families into our learning community.

Sunshine SDS has an enrolment of 168 students and a staff compliment of: 1 Principal Class, 3.4 Leading Teachers, 24.9 Teachers and 47.2 Education Support Staff.

Our teaching and learning programs are tailored to meet the individual needs of students, and include the use of the ABLES (Abilities Based Learning and Education Support). The teaching and learning of the school is driven by data that is used to establish priority learning goals for students and to report on progress. Learning is aligned to the Victorian Curriculum framework, with an emphasis on English, Communication, Mathematics, Personal and Social Capability. The school delivers curriculum through a variety of engaging, hands on contexts for learning. Some of these programs include play based learning, an 'Electives' program and Intensive Interaction. Students participate in specialist programs to provide appropriate enrichment and stimulation. These include Visual Art, Library, Performing Arts, Physical Education and Health.

The school's team of Allied Health Professionals form a vital part of the support for all students and staff. The team includes Speech Pathologists, Occupational Therapists, a Physiotherapist, Allied Health Assistants and a Psychologist. The school also has a Vietnamese Liaison Officer, a Chaplain and Nurse to provide additional support for both students and families.

Sunshine SDS promotes and upholds our vision of 'Excellence in education for every student, every day without exception.' And values LEARNING | COLLABORATION | RESPECT | COURAGE | PERSISTENCE

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning - Building practice excellence
Embed consistent and evidence based instructional practice in Literacy
Implement an effective, evidence-based instructional model as a framework for consistent instruction in Literacy across the school

Excellence in teaching and learning - Building practice excellence
Develop the capacity of individuals and teams to use data to improve instructional practice and measure impact
Develop teacher knowledge and understanding to

- Analyse and use student data to plan for effective teaching
- Work as highly effective teams within the PLT process, to improve student learning outcomes through collaborative planning and assessment practices, including moderation.

Excellence in teaching and learning - Curriculum planning and assessment
Develop whole school curriculum planning documentation and processes to successfully implement the Victorian Curriculum
Develop and implement a suite of documents to reflect the whole school implementation of the Victorian Curriculum
Further embed the Instructional model of the school

Positive climate for learning

Implement a comprehensive communication strategies (AAC) and processes to promote student voice
Identify and implement an effective, evidence-based instructional model as a framework for consistent instruction in Literacy across the school

Develop a shared understanding of children's Literacy development and effective teaching practices to support this

Achievement

In 2018, Sunshine SDS has continued its strong focus on the implementation of an instructional model and comprehensive literacy instruction. The employment of a Speech Pathology Coach/Consultant has enabled the school to support Professional Learning on multiple levels. The scaffolded Professional Learning calendar has prioritised Balanced Literacy 'front loading' sessions which have been facilitated by Learning Centre Leaders, the Speech Pathology Coach and the Speech Pathology team and scaffolded through a coaching model providing the opportunity for modelling and capacity building in context. Spotlight sessions have been introduced to highlight best practice and promote peer modelling and collaboration. All staff are implementing the Balanced Literacy strategies of Signing In, Morning Message, Predictable Chart Writing and Shared Reading which are evident in all classrooms. All classrooms have Classroom Libraries and Word Walls.

To support Literacy instruction the school has identified the importance of developing a Guaranteed and Viable Curriculum (GVC) commencing with Reading and Viewing. The employment of an educational consultant to work with the Leadership Team and staff in the establishment of this has been a key strategy to introducing this initiative.

In 2018, Sunshine SDS has implemented a Professional Practice Model. This model provides time for teachers to work alongside Learning Centre Leaders to self-assess against school priorities such as the Annual Implementation Plan and Teaching and Learning Essentials combined with Department of Education and Training (DET) High Impact Teaching Strategies. Teachers use this assessment to determine targeted professional goals and develop a plan of action to improve practice. This model has included the introduction of Peer Observation and Coaching, is structured and documented and forms an integral part of the focus the school has on capability building. This has required the restructure of our timetable to provide protected time to implement this model and has been documented in a Professional Practice Model guide.

Sunshine SDS has continued to implement highly effective PLTs furthering the work undertaken through the PLC Initiative. A key focus has been to highlight the outcomes of PLT Inquiries, this has been achieved through timetabled spotlight sessions where each PLT Team presents the Inquiry Cycle to their peers, sharing knowledge and showcasing student outcomes. A result of this has been the rich conversations around instruction observed and the opportunity to engage in peer observation.

In 2018, the school has worked at embedding components of our Instructional Model and Teaching and Learning Essentials. This has included a strong professional learning focus through our forums and structures on Learning Intentions and Success Criteria and the High Impact Teaching Strategy of Setting Goals. All staff are implementing Learning Intentions and Success Criteria.

In 2018, Teacher assessment of student progress data against individual goals indicates growth in comparison to 2016 and 2017 data, which can be attributed to the implementation of the Victorian Curriculum, support provided to staff, moderation processes and the use of the Specialist Schools goal bank aligning our teaching and learning cycle with more rigor.

The data below evidences the percentage of students (aged 5 – 16 years) that achieved at level, above level or well above level against their ILP goals against in the Learning Areas of;

Learning Area	2016	2017	2018
English – Reading and Viewing	81.8%	95.5%	97.9%
English – Speaking and Listening	81.4%	94.7%	92.8%
English - Writing	91.3%	90%	96.7%
Mathematics	76%	93%	96.5%
Personal and Social Capability – Self	76.5%	85%	91.1%
Personal and Social Capability – Social	71.9%	94.7%	96.3%
Science	92.4%	96%	94%

In 2018, Senior Secondary Student (17-18 year old) data also indicates consistency in achievement.

The data below evidences the percentage of students that achieved at level, above level or well above level against their ILP goals in the Learning Areas of;

Learning Area	2016	2017	2018
Literacy	92.3%	100%	100%
Numeracy	89.5%	100%	100%
Pathways Learning - Social	92.6%	100%	100%
Personal Development - Self	96.3%	100%	100%

Engagement

Student engagement is at the centre of our work as we strive to provide an educational environment which is engaging, stimulating, safe and challenging where students are acknowledged and celebrated. In 2018, the school has commenced significant capital building works. These works include the refurbishment of classroom facilities to support flexible learning and the upgrade of toilet facilities to accommodate the diverse needs of our students. As a result of these works we will have access to a new purpose built learning space, an enlarged hall which will accommodate our whole school for gatherings and a wellbeing hub. The building works are anticipated to be complete in early 2019.

In 2018 we also received a Mod5 portable classroom building, this has required the redevelopment of the area directly outside these two new classrooms. We have erected a large covered way structure to provide shelter for staff and students and installed synthetic turf to create a new outdoor learning and recreational space for our Secondary students. Parent Opinion data indicates 89% Positive Endorsement in the area of School Improvement.

The school has continued to explore diverse contexts for learning based on student strengths and interests. Stimulating Learning data within the Parent Opinion Survey in response to the statement 'the teachers are very good at making learning engaging' received a 96% positive response. In 2018, we applied for and were successful in receiving the Inclusive School Grant. The \$157, 800 will contribute to the redevelopment of our garden space to a Horticulture area including an accessible vegetable garden, sensory elements and an outdoor classroom. This space will be designed as a whole school resource but will directly support the Secondary Learning Centre Electives program which includes a Horticulture and Hospitality stream. Our capital building works will also include a Café space within our hall refurbishment which will support the implementation of this program and enable the inclusion of hospitality learning and skill development.

In 2018 the school has established partnerships with Emmanuel College and Victoria University (VU) who have supported our whole school events such as Sports Days. The development of these partnerships enables our

students to more actively engage with opportunities as Emmanuel and VU students volunteer and work with students. Our whole school events which have included Sports Days, sports clinics, Book Week, Science Week, Education Week and our Celebration day are important learning and engagement opportunities for our students and community.

The school continues to have a strong focus on increasing the engagement and involvement of our parents, guardians and families in the learning partnership. In 2018 the School Stream application has been fully implemented to ensure timely communication of key information to families which also has a translation function to support our diverse multi-cultural community. At the end of the 2018 school year we had 115 families signed up.

The full implementation and promotion of Seesaw to communicate and engage parents, guardians and families in teaching and learning has had a significant impact on the home school partnership. Across the 2018 school year we have continued to provide information for parents, guardians and families and supported them in the registration and installation of the application in an endeavour to have all parents accessing this powerful learning portfolio. We currently have 171 families connected to Seesaw.

In 2018 the school introduced a term one Community event which included our Student Support Group (SSG) meetings. The event is a strategy to support engagement of our families and community members through attendance at SSG meetings, the sharing of a meal including coffee (Provided by the school) and a learning marketplace where all staff including our ICT, Allied Health, Administration, Wellbeing and Engagement and Leadership Teams are available and accessible to promote the work that we do, how we support student learning and what we can offer our families.

We continue to have a focus on developing strong partnerships with our diverse community which is evidenced through our partnership with VICSEG who support our employment of African and Burmese cultural workers. The school also employs a Vietnamese cultural worker and Chaplain whose role is to support and engage families. These partnerships have been pivotal in engaging our diverse multi-cultural communities and establishing opportunities to enhance communication and connectedness to our learning community.

Student absence has been a focus in 2018 with strategies implemented to support student attendance and address long term absenteeism. These strategies have included the regular contact with families by classroom teachers daily for absences of up to 3 days and a referral to the Wellbeing and Engagement Team for absences longer than 3 days. Despite these strategies, our average student absence data for 2018 sits at 31.8 days.

Our Community Partnerships coordinator has continued to engage students in new opportunities such as the Helping Hand, Bunnings Warehouse, Victoria University, Sailors with Disabilities enabling community service opportunities and participation.

Wellbeing

In 2018, the focus of the Engagement and Wellbeing team including Allied Health was to support student engagement with a Team Around the Learner (TAL) approach. This work commenced with staff attending Professional Learning and an audit was completed on current practice. Team Around the Learner was trialled throughout the year as well as completing Functional Behaviour Assessments with classroom staff. Student engagement profiles have been developed and completed to reflect individualised learning styles of students and identify what engagement in learning looks like. This framework supports our Wellbeing structure where the Engagement and Wellbeing Team meets to discuss and address concerns as they arise and develop appropriate response plans. Involving parents in this process has been an increasing focus opening lines of communication and transparency. Our Parent Opinion Survey data in 'Promoting Positive Behaviour' has a positive response of 93%.

Staff Wellbeing is always of great importance, in response to 2018 School Staff Survey data we have had a

strong focus on Staff Health and Wellbeing. Staff have participated in professional learning and the Positive Learning Support (PLS) team participates in a planning day to support the implementation of health and wellbeing activities. Our 2019 Annual Implementation Plan will include the development of Engagement and Wellbeing Strategies for our staff, students and families.

The National Disability Insurance Scheme (NDIS) has been a significant undertaking as the school has supported our families to prepare for this initiative. The school began the process by contacting each family to ascertain their support requirements. The Engagement and Wellbeing team collated an individual student information pack and distributed them to every family as supportive documentation in their planning also facilitating goal setting sessions for families to begin their planning. In Terms 2,3, and 4 the school coordinated parent information forums on NDIS both during the day and evening. Separate sessions to support our culturally diverse community (Vietnamese, Burmese and African) families were also facilitated. In Term 4, the school organised for the NDIS Local Area Coordinators (LAC's) to come into school to support families.

In 2018, the school contributed to the planning of, and participated in, the Brimbank Disability Expo as a member of the planning committee, exhibitor and panel facilitator which had a focus on NDIS.

In 2018, the focus for Positive Learning Support (PLS) was to establish supports which included the redesign of the Individual Student Profile, introducing 'Bright Start' at the beginning of the school year and working through communication, sensory, social skills and skills and interests based professional learning for staff.

The 2018 Professional Learning (PL) calendar has included a focus on PLS and Engagement and Wellbeing in learning centre meetings and teacher forums. This has included PL delivered by external providers on staff wellness and wellbeing, Zones of Regulation, Respectful Relationships and Team Teach.

Financial performance and position

Sunshine SDS has ended the year with a surplus of \$617,204.00 This is in part due to increased enrolment into the school over the 12-month period (5.4 students). The remaining surplus indicates non-expended budget and money received for an overseas student.

The school continues to receive Advance funding which enhances teaching and learning within the Secondary Learning Centre. This grant is used to support access to the community, work experience, travel education and to further develop skills within Individual Learning Plan goals in the Learning Areas of Personal and Social Capability, Mathematics and Literacy.

The school received \$171,805 Equity Funding which was expended on the employment of an Augmentative and Alternative Communication (AAC) coach, educational consultant, iPad lease, Middle Level Leaders and Curriculum professional learning.




For more detailed information regarding our school please visit our website at
<https://ssds.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:  Results for this school:  Median of all Victorian Government Special Schools: 

School Profile

Enrolment Profile

A total of 164 students were enrolled at this school in 2018, 42 female and 122 male.

52 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div data-bbox="523 360 1404 840"> <p style="text-align: center;">Results: English</p> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>18%</td></tr> <tr><td>B</td><td>22%</td></tr> <tr><td>C</td><td>21%</td></tr> <tr><td>D</td><td>12%</td></tr> <tr><td>0.5</td><td>3%</td></tr> <tr><td>F - F.5</td><td>11%</td></tr> <tr><td>1 - 1.5</td><td>7%</td></tr> <tr><td>2 - 2.5</td><td>3%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div data-bbox="523 862 1404 1377"> <p style="text-align: center;">Results: Mathematics</p> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>14%</td></tr> <tr><td>B</td><td>28%</td></tr> <tr><td>C</td><td>16%</td></tr> <tr><td>D</td><td>16%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F - F.5</td><td>16%</td></tr> <tr><td>1 - 1.5</td><td>7%</td></tr> <tr><td>2 - 2.5</td><td>1%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	18%	B	22%	C	21%	D	12%	0.5	3%	F - F.5	11%	1 - 1.5	7%	2 - 2.5	3%	3 - 3.5	0%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	14%	B	28%	C	16%	D	16%	0.5	1%	F - F.5	16%	1 - 1.5	7%	2 - 2.5	1%	3 - 3.5	0%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>29.9</td> <td>31.5</td> <td>30.3</td> <td>33.0</td> <td>31.2</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	29.9	31.5	30.3	33.0	31.2
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Average absence days	29.9	31.5	30.3	33.0	31.2								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$5,761,872
Government Provided DET Grants	\$2,299,011
Government Grants Commonwealth	\$2,000
Government Grants State	\$11,425
Revenue Other	\$31,023
Locally Raised Funds	\$37,161
Total Operating Revenue	\$8,142,492

Equity ¹	
Equity (Social Disadvantage)	\$171,805
Equity Total	\$171,805

Expenditure	
Student Resource Package ²	\$5,669,520
Books & Publications	\$2,903
Communication Costs	\$27,828
Consumables	\$134,703
Miscellaneous Expense ³	\$677,098
Professional Development	\$22,338
Property and Equipment Services	\$603,946
Salaries & Allowances ⁴	\$298,623
Trading & Fundraising	\$14,210
Travel & Subsistence	\$25,278
Utilities	\$48,842
Total Operating Expenditure	\$7,525,289
Net Operating Surplus/-Deficit	\$617,204
Asset Acquisitions	\$258,677

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$1,163,114
Official Account	\$47,281
Other Accounts	\$310,005
Total Funds Available	\$1,520,400

Financial Commitments	
Operating Reserve	\$278,742
School Based Programs	\$52,000
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$840,000
Maintenance - Buildings/Grounds < 12 months	\$269,658
Total Financial Commitments	\$1,520,400

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

Achievement

Student achievements in :

- English and Mathematics

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

What is the meaning of '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

Towards Foundation Level Victorian Curriculum

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.