

2017 Annual Report to the School Community



School Name: Sunshine Special Developmental School

School Number: 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 Regulation 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 2017 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

Signed 26 March 2018 at 03:44 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 Regulation 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 2017 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.

Signed 12 April 2018 at 03:27 PM by Daniel Smith (School Council President)



Education and Training



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 168.4 students and a staff compliment of: 2 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, the 'Shine' 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 Dance.

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)

Building Practice Excellence –

Develop and embed a consistent Instructional Framework

Learning Intentions and success criteria included in Professional Learning (PL) calendar and evidenced in rooms
PL Calendar designed and delivered termly aligned to school priorities and Teaching and Learning Essentials

Develop a communication rich environment and create opportunities for student voice

Balanced Literacy is implemented across all classrooms

Modelling of Proloquo2Go at 30%

Build capacity of teachers to collaboratively analyse data, plan and measure impact within PLTs

Professional Learning Community (PLC) Matrix completed by all Professional Learning Teams

Model of data wall completed

Curriculum Planning and Assessment

Develop capacity of individuals and teams to implement Instructional Framework consistently - Successfully implement the Victorian Curriculum in the context of further enhancing a guaranteed and viable curriculum

Curriculum Planning Committee established

2 Year Curriculum Map documented

Victorian Curriculum Survey data indicates growth in confidence in accessing, using and tracking student progress

PLTs have implemented moderation processes against the VC

Professional Leadership –

Build the capacity of leadership teams

Strategic design of PL and employment of consultants (Helen Tainsh, Steve Boyle, Muffy Hand) to support Leadership Development

Participation in PLC Initiative

PLC initiative modules completed and content used to inform PL for newly appointed PLT Leaders



Achievement

In 2017, Sunshine SDS made a full transition to the Victorian Curriculum. A Curriculum Committee was formed and targeted professional learning facilitated by the Victorian Curriculum Assessment Authority (VCAA) and the Department of Education and Training (DET) was attended to develop the capacity of this team to lead the implementation of the curriculum. The focus on the Victorian Curriculum in 2017 has included the implementation of 2-year History and Geography Inquiry Units and the development and documentation of a 2-year curriculum map. The Professional Learning calendar and Professional Learning Teams (PLTs) have supported teachers through exposure building their confidence with this curriculum framework. All teaching staff completed a pre-and post-Victorian Curriculum survey which indicated growth in their confidence to access, use and track student progress against the Victorian Curriculum. These strategies have enabled the successful achievement of our Annual Implementation Plan (AIP) and Key Improvement Strategy (KIS) of ‘Successfully implement the Victorian Curriculum in the context of further enhancing a guaranteed and viable curriculum.’

In 2017, the school has worked at embedding components of our Instructional Model and Teaching and Learning Essentials. This included a strong professional learning focus on Learning Intentions and Success Criteria and Balanced Literacy. Three staff attended the ‘Winter Literacy Intensive’ in Newcastle to build capacity and translate this knowledge to staff through our professional learning forums and structures. All staff are implementing Learning Intentions and Success Criteria and the Balanced Literacy strategies of Signing In, Morning Message, Predictable Chart Writing and Shared Reading are evident in all classrooms.

In 2017, Teacher assessment of student progress data against individual goals indicates significant growth in comparison to 2016 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
English – Reading and Viewing	81.8%	95.5%
English – Speaking and Listening	81.4%	94.7%
English - Writing	91.3%	90%
Mathematics	76%	93%
Personal and Social Capability – Self	76.5%	85%
Personal and Social Capability – Social	71.9%	94.7%
Science	92.4%	96%

In 2017, Senior Secondary Student (17-18 year olds) data also indicates significant growth 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
Literacy	92.3%	100%
Numeracy	89.5%	100%
Pathways Learning - Social	92.6%	100%
Personal Development - Self	96.3%	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 2017, the school has continued to explore diverse contexts for learning based on student strengths and interests. Student engagement data within the Parent Opinion Survey – Student Cognitive Engagement – in response to the statement ‘the teachers are very good at making learning engaging’ received a 97% positive response.

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 Term 3 2017, the School Stream application was introduced 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 2017 school year we had 40 families signed up, this will be a continuing focus in 2018.



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 2017 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 endeavor to have all parents accessing this powerful learning portfolio. We currently have 128 families connected to Seesaw.

Our Parent Helper program has continued with a small number of parents providing classroom assistance, support for travel education, community access and the making of resources. We take every opportunity to engage families in learning through community events such as the Transition Expo, Education Week, Book Week and Science Week. In 2017, we held our first Sports Days and Arts Festival as a showcase of our Specialist programs. We look forward to greater family attendance at these events in 2018.

In 2017, we have built on our partnership with VICSEG engaging an African community worker to complement our existing support for our Burmese and Vietnamese 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.

The school continues to resource facility upgrades to ensure our students and staff have access to safe, vibrant and stimulating learning environments. In 2017, this has included the installation of Salto fob systems making spaces more accessible, Shade sail to the Primary Learning Centre providing much needed shade and fencing to the edging of the basketball court/bus zone to support student safety and supervision which were deemed priorities.

Student absence has been a focus in 2017 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. This has resulted in an improvement in average student absence from 31.5 days in 2016 to 30.3 in 2017.

Wellbeing

2017 has seen a continued whole school focus on Positive Learning Support (PLS). Staff continue to implement the teaching and learning matrix and classroom rules and have been provided with Professional Learning to support the implementation of Tier one strategies. The PLS team meet fortnightly with a focus on unpacking and interpreting data to inform and direct the selection of actions and strategies to respond to needs and areas of concern. Wellbeing Teams met weekly 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 95%.

Staff Wellbeing is always of great importance, in response to 2016 Staff Opinion Survey data we have developed a Staff Wellbeing Policy and an Emergency Response Protocol. With an increased focus on staff wellbeing we are intending to see an improvement in this data over coming years.

Parent learning sessions and focus groups have continued and broadened in 2017. Our Wellbeing and Engagement Team including our Team Leader, Chaplain, Nurse, Vietnamese, Burmese and African Cultural Workers play a significant role in the design and delivery of parent forums that cater to parent needs. There are opportunities provided for information and learning such as forums on the NDIS, Mindfulness, Autism, Stepping Stones and Positive Parenting programs. In 2017, our Community Partnerships Coordinator has supported onsite English Language class for families and we have seen good levels of participation. 2017 Parent Opinion Survey data indicates 87% percent positive response in the area of 'Parent Participation and Involvement' and 92% positive response to 'School Support.'

For more detailed information regarding our school please visit our website at www.ssds.vic.gov.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	
<p>Enrolment Profile</p> <p>A total of 161 students were enrolled at this school in 2017, 39 female and 122 male.</p> <p>51 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



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 style="text-align: center;"> <h3>Results: English</h3> <table border="1"> <caption>English Student Outcomes</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>11%</td></tr> <tr><td>B</td><td>27%</td></tr> <tr><td>C</td><td>23%</td></tr> <tr><td>D</td><td>16%</td></tr> <tr><td>0.5</td><td>2%</td></tr> <tr><td>F - F.5</td><td>10%</td></tr> <tr><td>1 - 1.5</td><td>8%</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> <div style="text-align: center; margin-top: 20px;"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Mathematics Student Outcomes</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>21%</td></tr> <tr><td>C</td><td>17%</td></tr> <tr><td>D</td><td>21%</td></tr> <tr><td>0.5</td><td>2%</td></tr> <tr><td>F - F.5</td><td>15%</td></tr> <tr><td>1 - 1.5</td><td>3%</td></tr> <tr><td>2 - 2.5</td><td>2%</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	11%	B	27%	C	23%	D	16%	0.5	2%	F - F.5	10%	1 - 1.5	8%	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%	Level	Percentage	A	18%	B	21%	C	17%	D	21%	0.5	2%	F - F.5	15%	1 - 1.5	3%	2 - 2.5	2%	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	11%																																																																												
B	27%																																																																												
C	23%																																																																												
D	16%																																																																												
0.5	2%																																																																												
F - F.5	10%																																																																												
1 - 1.5	8%																																																																												
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%																																																																												
Level	Percentage																																																																												
A	18%																																																																												
B	21%																																																																												
C	17%																																																																												
D	21%																																																																												
0.5	2%																																																																												
F - F.5	15%																																																																												
1 - 1.5	3%																																																																												
2 - 2.5	2%																																																																												
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%																																																																												



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>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>26.2</td> <td>29.9</td> <td>31.5</td> <td>30.3</td> <td>29.5</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	Average absence days	26.2	29.9	31.5	30.3	29.5
Year	2014	2015	2016	2017	4-year average								
Average absence days	26.2	29.9	31.5	30.3	29.5								
<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>2014</th> <th>2015</th> <th>2016</th> <th>2017</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	2014	2015	2016	2017	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
Year	2014	2015	2016	2017	4-year average								
% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0								



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*'?

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.

Financial Performance and Position

Financial performance and position commentary

Sunshine SDS has ended the year with a surplus of \$522,214. This is in part due to increased enrolment onto the school over the 12-month period (7.4 students) and unexpended funds associated with the installation of a new Mod5 portable building. 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 training 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 \$135,769 Equity Funding which was expended on the employment of an Augmentative and Alternative Communication (AAC) coach, an iPad lease, Middle Level Leaders and Curriculum professional learning.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,677,320	High Yield Investment Account	\$923,189
Government Provided DET Grants	\$1,695,540	Official Account	\$40,954
Government Grants Commonwealth	\$3,600	Other Accounts	\$302,265
Government Grants State	\$11,525	Total Funds Available	\$1,266,408
Revenue Other	\$30,649		
Locally Raised Funds	\$41,791		
Total Operating Revenue	\$7,460,425		
Equity¹			
Equity (Social Disadvantage)	\$135,769		
Equity Total	\$135,769		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,408,262	Operating Reserve	\$240,818
Books & Publications	\$4,952	Asset/Equipment Replacement < 12 months	\$322,211
Communication Costs	\$27,561	Capital - Buildings/Grounds incl SMS<12 months	\$516,018
Consumables	\$124,782	Maintenance - Buildings/Grounds incl SMS<12 months	\$140,238
Miscellaneous Expense ³	\$496,874	Capital - Buildings/Grounds incl SMS>12 months	\$47,123
Professional Development	\$30,850	Total Financial Commitments	\$1,266,408
Property and Equipment Services	\$460,426		
Salaries & Allowances ⁴	\$273,754		
Trading & Fundraising	\$9,690		
Travel & Subsistence	\$18,345		
Utilities	\$82,715		
Total Operating Expenditure	\$6,938,211		
Net Operating Surplus/-Deficit	\$522,214		
Asset Acquisitions	\$0		



- (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 05 March 2018 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.