2019 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 2019 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 06 March 2020 at 10:16 AM by Nicole Edwardes (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 17 November 2020 at 01:12 PM 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, 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 Vietnamese and Burmese cultural workers, 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)

In an endeavour to deliver improved learning outcomes for the students at Sunshine Special Developmental School the school focused on the following FISO initiatives;

Excellence in teaching and learning - Building practice excellence
Embed consistent curriculum delivery and evidence based instructional practice in Literacy
Develop a Guaranteed and Viable Curriculum (GVC) in Reading
Implement an evidence-based lesson structure to support curriculum delivery

The focus on Building Practice Excellence has continued to be an important focus for the school as we strengthen and deepen teacher explicit teaching skills in literacy instruction. The schools Instruction Model with a focus on Learning Intentions and Success Criteria and the Gradual Release of Responsibility provides the evidence-based framework for instruction.

The school has had curriculum planning, and assessment, the development of a Guaranteed and Viable Curriculum (GVC) and the implementation of evidence-based practice as a focus. With full implementation of the Victorian Curriculum the identification of essential learning which ensures consistency in curriculum delivery, lowering variability and ensuring all students have opportunity to learn has been identified as an area of focus. The Increase of staff knowledge of the curriculum, increased use of assessment and data to support instruction and learning has improved the practice excellence of the staff.

Positive climate for learning – Health and wellbeing
Develop and implement school wide structures and strategies to support engagement and wellbeing
Develop and implement a school wide engagement and wellbeing strategy

The Engagement and Wellbeing of students and staff has been a strong focus as we review our School Wide Positive Behaviour Support Implementation considering school wide, classroom, non-classroom and individual systems and support structures. Professional Learning for staff have focused on GROWTH Mindset, Emotional Intelligence, Zones of Regulation, Team Teach and Mojo Maintenance.

Achievement

In 2019, Sunshine SDS undertook a School Review Process, this enabled the school to critically reflect and assess performance and achievement against the Strategic Plan goals and targets and identify areas for future focus.

Sunshine SDS has employed a Learning Specialist in a coaching role with a strong focus on Literacy Instruction. The alignment of the Learning Specialist to the Allied Health Team has ensured all resources, skills and expertise are strategically aligned to the Literacy goals of the school and the importance of developing learners who are ready to learn, can access the curriculum and have every opportunity to learn. This team complimented by the employment of a Speech Pathology Consultant has enabled the school to support Professional Learning on multiple levels.
The culture of high expectations for student learning and achievement is evident in increased scores on the School Staff Survey - Academic Emphasis (65.98 to 68.61) and indicates that staff are very focused on student learning. An increase from 73.70 to 74.47 score for Collective Efficacy on the School Staff Survey demonstrates that staff are being supported to build their knowledge and practice to ensure our students grow in their learning.
The Professional Learning Plan has focused strategically on building skills and knowledge in literacy instruction. The trial of a Coaching model has focused on teaching and learning essentials, building literacy instructional practice and the implementation of high-quality Learning Intentions and Success Criteria and the High Impact Teaching Strategy of Setting Goals. Comparative data in numeracy, literacy and personal and social learning has been collated and will increasingly drive a focus on student achievement. The gradual Release of Responsibility Instructional Model defines practice with a focus on lowering variability. An increase in the Professional Learning module in the following areas in the 2019 School Staff survey; Applicability of Professional Learning, Collective Participation, Active Participation, Coherence and Feedback evidences the relevance and impact of the professional learning design and implementation. 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.

The data below reflects Teacher assessment of student progress data against individual goals and 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   2019
English – Reading and Viewing 94.2%
English – Speaking and Listening   90.4%
English - Writing   91.7%
Mathematics   93.2%
Personal and Social Capability – Self   91%
Personal and Social Capability – Social 94.7%
Science96.95%

In 2019, 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   2019
Literacy 100%
Numeracy   100%
Pathways Learning - Social   100%
Personal Development - Self   100%

Engagement

At the end of 2019 and after two years under construction, Sunshine SDS celebrated the completion of the capital building project and the Inclusive School Fund project funded through the Department of Education and Training.

The Capital Building works have provided much needed upgrades, improvements and additions to facilities, buildings and grounds. Works have included the extension and upgrade of the hall including accessible toilets and a manual activities space, a new learning space, upgrades to all toilet blocks, flexible learning spaces created with classrooms upgraded to include operable walls, internal staff facilities in the administration building, the renovation of a building to create a 'community hub,' a bus shelter and some grounds works to support accessibility and provide seating. Parent Opinion has improved from 89% positive endorsement in 2018 to 92% positive endorsement in 2019 in the area of Physical Environment.

The Inclusive Schools Fund has transformed an outdoor space into a fully accessible horticulture area, sensory space and outdoor classroom. All improvements support student engagement in diverse learning opportunities, safe and stimulating learning environments and accessible facilities.
The school continues to have a strong focus on increasing the engagement and involvement of our parents, guardians and families in the learning partnership. Strong and collaborative partnerships with parents are highly valued and by using digital tools (SchoolStream, Seesaw, SMS) parents are actively engaging in their child's school life. The Parent Opinion data for General Satisfaction was 89% and in response to the question 'There is effective two-way communication between the teacher and parents at this school' 92% of parents positively endorsed this statement. The school has held parent forums as part of the School Review Process and to support learning around Augmentative and Alternative Communication.
There has been a focus on increasing the engagement of parents and guardians in Student Support Group (SSG) meetings. These SSGs continue to play an essential role in the school for both teachers and parents /guardians in the learning partnership between the school and home. The school will continue to promote the importance of these meetings to the school community and set high expectations for student learning. Parent endorsement of the statement "I am satisfied with the way my child's 'Program Support Group' is working" was 86%.
The school will continue to focus and prioritise the importance of students being at school. Long Term absenteeism continues to be of concern for a few students that have extended school absence due to travel and illness. We have thorough processes in place to monitor this and continue to work closely with families to support school attendance by daily contact with students that are absent from school.
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 a Burmese Cultural Worker and the school employs a Vietnamese cultural worker 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. In response to the statement 'the school communicates the importance of respecting all cultural beliefs and practices' parents responded with 94% positive endorsement in 2019.

Wellbeing

The school has focused on developing a wellbeing and engagement strategy for students and staff. Curriculum Days and Professional Learning Calendars have been designed to support staff to build knowledge and capacity to support students and themselves. Strategies such as professional learning in the areas of Team Teach, Mojo Maintenance, Emotional Intelligence, GROWTH Mindset and Positive Behaviour Support have been implemented to support staff. A team of staff have been Team Teach and Mojo Maintenance tutor trained to ensure this work is embedded and

sustained. A wellbeing termly calendar has been implemented with success. The following areas of the School Staff Survey have shown improvement as a direct outcome of this targeted approach, resourcing and capacity building; Staff Psychological Safety 66.20, Staff Professional Safety 67.90, Staff Safety and Wellbeing Consultation and Participation from 70.23.

The school continued the whole school focus on School Wide Positive Behaviour Support (SWPBS). Staff members 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 focus in 2019 has been developing an online system to record and track incidents and data, Xuno has been selected and personalized in Term 4 to meet the needs of the school, the trial and implementation of Xuno will occur in 2020.

In preparation for the 2020 school year, the team have created a Positive Climate for Learning Manual to document Engagement, Wellbeing and Management practices and protocols to streamline processes in 2020.

There has been a strong focus on ensuring compliance with the Victorian Registration and Quality Assurance (VRQA) and Child Safe Standards. This has involved the review of current policies and the development of new systems to support the implementation of these standards. During the school review process, we were assessed as fully compliant with all elements of the Minimum Standard requirements.

Financial performance and position

Sunshine Special Developmental School has ended the year with a net operating deficit of $283,279. This is due to School Councils decision to further contribute to the Capital Building Works project ensuring that most stages, with the exception of one, were completed. The school also contributed funds to support the inclusion of an outdoor classroom and vertical garden as part of the Inclusive Schools Fund Project.

The school received Advance Funding of $9.725,00 to support the schools Secondary Elective Program and the establishment of a social enterprise.

The school received $157, 133 in Equity Funding which was expended on external consultants, provide professional learning, iPad lease.

For more detailed information regarding our school please visit our website at
http://www.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 169 students were enrolled at this school in 2019, 43 female and 126 male.

51 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.

low	low-mid	mid	high
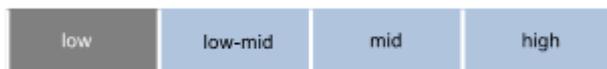
Parent Satisfaction Summary

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
Teacher Judgement of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Annual Report.*	**Results: English** **Results: Mathematics**

Performance Summary

Engagement	Student Outcomes

Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning.	

Year	2016	2017	2018	2019	4-year average
Average absence days	31.5	30.3	33.0	38.3	33.3

Exit destinations Percentage of students going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.	

Year	2016	2017	2018	2019	4-year average
% of students to further studies or employment	100.0	100.0	100.0	ND	100.0

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, 2019	
Revenue	**Actual**
Student Resource Package	$6,687,331
Government Provided DET Grants	$1,726,882
Government Grants Commonwealth	$4,400
Government Grants State	$10,100
Revenue Other	$75,263
Locally Raised Funds	$30,238
Total Operating Revenue	**$8,534,213**

Equity[1]	
Equity (Social Disadvantage)	$157,133
Equity Total	**$157,133**

Expenditure	
Student Resource Package[2]	$6,495,551
Books & Publications	$2,356
Communication Costs	$23,344
Consumables	$170,961
Miscellaneous Expense[3]	$1,095,454
Professional Development	$17,997
Property and Equipment Services	$615,773
Salaries & Allowances[4]	$320,307
Trading & Fundraising	$4,336
Travel & Subsistence	$19,926
Utilities	$51,487

Total Operating Expenditure	**$8,817,493**
Net Operating Surplus/-Deficit	**($283,279)**
Asset Acquisitions	**$169,631**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$799,460
Official Account	$40,901
Other Accounts	$0
Total Funds Available	**$840,362**

Financial Commitments	
Operating Reserve	$342,570
Capital - Buildings/Grounds < 12 months	$407,000
Maintenance - Buildings/Grounds < 12 months	$90,792
Total Financial Commitments	**$840,362**

(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 26 February 2020 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.