

# 2020 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](http://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 2020 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 24 March 2021 at 07:54 AM by Nicole Edwardes (Principal)

The 2020 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 24 March 2021 at 10:41 AM by Daniel Smith (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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## What does the 'About Our School' section refer to?

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

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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum

### Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

The school's vision of 'Excellence in education for every student, every day without exception' is the focus of our work and drives all that we do underpinned by our values of LEARNING | COLLABORATION | RESPECT | COURAGE | PERSISTENCE which are central to our work with students, staff and our engagement with our community.

Located in Melbourne's Western suburbs, Sunshine Special Developmental School (SDS) offers a unique and innovative learning environment for students aged from Foundation to Year 12 with a moderate to severe Intellectual Disability. Sunshine SDS is organised around Primary and Secondary Learning Centre Model. The school is home to a wide range of students from diverse nationalities and cultural backgrounds.

Sunshine SDS has an enrolment of 187 students and a staff compliment of: 2 Principal Class, 5 Leading Teachers, 1 Learning Specialist, 35 Teachers and 40 Education Support Staff.

The teaching and learning programs are tailored to meet the individual needs of students and driven by data that is used to establish priority learning goals for students aligned to the Victorian Curriculum and to report on progress.

Sunshine Special Developmental School aims to achieve a learning environment where consistency of instructional practice by all teaching staff ensures highly effective, evidence-based Literacy and Numeracy instruction, maximising student voice and agency in learning and increasing opportunities and outcomes for all students.

The school has a one-to-one iPad program with all students accessing Proloquo2Go and Seesaw.

The school delivers curriculum through a variety of engaging, hands on contexts for learning. Some of these programs include Library, Enterprise, Visual Art, Performing Arts and Physical Education.

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.

### 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.

Priority Area:

Excellence in Teaching and Learning

Dimension/s:

1. Curriculum planning and assessment
2. Evidence based HITS

Actions:

Develop knowledge and skills in the Four Blocks Literacy Framework Develop teacher instructional practice in the area of Vocabulary through the Professional Practice Model

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. With teaching and learning occurring in both face to face and Learning at Home in 2020, the schools Instructional Model with a focus on: Learning Intentions, Success Criteria and High Impact Teaching Strategies implemented through the lesson structure, provides the evidence-based framework for instruction in both contexts.

A strategic and planned Professional Learning (PL) action plan and termly calendar aligns all PL to Strategic and Annual Implementation Plans and priorities. Professional Learning Teams, weekly professional learning forums and coaching are integral to the schools Professional Practice Model and key drivers to build the knowledge and instructional practice of all staff.

**Priority Area:**

Positive Climate for Learning

**Dimension/s:**

1. Empowering students and building school pride
2. Intellectual engagement and self-awareness

**Actions:**

- Develop a whole school understanding of student voice and agency.
- Develop strategies for students to provide feedback to teachers on their learning.

The Engagement and Wellbeing of students and staff was critical to enabling a continued and rigorous focus on teaching and learning whilst we moved in and out of face to face and remote instruction. There was a strong focus on student feedback during the remote learning period, ultimately adapting and responding to student and family needs whilst maximising engagement in 'Learning at Home'.

This work was highly effective as reflected by the staff members in the School Staff Survey results, in the additional items related to COVID -19, indicating the following which in most instances sit above state and school type data.

Staff Health and Wellbeing	%Positive		
	Your School	School Type	State
School leaders care about staff health and safety	81%	81%	78%
School provides a safe and supportive work environment	77%	83%	80%
Staff encouraged to report staff health and wellbeing concerns	81%	80%	77%

**Achievement**

In 2020, Sunshine SDS moved to a year level structure across the Primary and Secondary Learning Centre's, this enabled greater impact on curriculum development and the alignment of Professional Learning Teams. The Learning Specialist in a coaching role with a strong focus on Literacy Instruction and aligned 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 and achieve.

**Remote and Flexible Learning (Learning at Home)**

The focus of the Leadership Team was to lead with confidence and to create the conditions for a smooth transition to Learning at Home (LAH) and Working from Home (WFH) prioritising the safety, health and wellbeing of the whole community, clear and timely communication and a continued focus on quality teaching and learning.

Students were provided with fortnightly Learning at Home hard copy packs as well as daily online learning designed and delivered by teaching staff and aligned to ILP goals, resource materials were also sent out. The bus service (DET) as well as school minibuses were used to deliver hard copy packs, food hampers and Mothers/Father's/Special person day gifts. The school set up and provided families with internet and/or student iPads in order to support students to access the learning at home materials. The combination offered access for students either engaging in the hard copy material, the online learning or a combination of both.

Families reported the quality, quantity and variety of learning materials provided exceeded their expectations and provided relevant, meaningful learning for their child.

Professional Learning and Working at Home Matrix were developed for all staff which included a mix of online modules, professional reading, Professional Learning which was delivered via WebEx. Professional Learning Teams

continued for teachers weekly (WebEx) and Professional Learning Teams were established for Education Support staff weekly (WebEx). The impact of being flexible and agile, providing relevant and meaningful professional learning for all staff which prioritised the knowledge development required to support effective implementation of high-quality teaching and learning and was reflected in the School Staff Survey results in items related to COVID -19 which indicated the following.

On average across all periods of remote and flexible learning in 2020:

	%Positive	
	Your School	School Type
State		
I had access to adequate curriculum resources to support remote learning 82%	89%	85%
I felt I had the necessary capabilities to deliver remote instruction 81%	86%	84%
I was able to access professional learning to support my delivery of remote instruction. 75%	93%	78%

Many students connected strongly with the remote learning platform of Seesaw by uploading videos or photos of themselves completing work tasks (e.g., Literacy activities, Science experiments, PE), completing the interactive Seesaw activities, engaging in online learning tasks daily (e.g., watching recorded videos created by the teacher interacting, commenting, responding with the learning tasks). Many students connected with the Learning at Home hard copy packs returning to on site learning with their completed hard copy tasks for their teacher.

Whilst the school's capacity to achieve all identified AIP focus areas during remote learning was compromised, there was a strong focus on implementing the lesson structure in the virtual classroom. Staff demonstrated exemplary practice and the school was asked to present at a regional Professional Learning forum highlighting differentiation and the relentless focus on teaching and learning in the remote classroom.

The focus on high-quality instruction and the implementation of the school's instructional model (lesson structure), was reflected in the School Staff Survey results in items related to COVID -19 which indicated the following.

Type	State	%Greater/Much greater than normal	
		Your School	School
School's focus on academic achievement 12%		26%	12%
Frequency of written/verbal feedback to students on their work 54%		54%	57%

The school received feedback which was overwhelmingly positive with families calling, sending messages via Seesaw or emailing to extend their gratitude to the school for the quality of the learning and support provided.

## Engagement

Attendance continued to be a priority for 2020 with a focused strategy including regular phone and mail contact with families to improve attendance. 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.

The Seesaw digital platform continues to make a significant difference in the engagement of parents in their child's learning. The increased access to this digital communication platform provides a constant flow of information between school and home and has enhanced the parent and teacher partnership in the school. Due to this success, Seesaw was identified and used as the platform to deliver Learning at Home as this platform was familiar to staff, families and students.

Engagement in Learning at Home was positive with students logging on to Seesaw each day to access their remote learning providing daily contact and communication with Teachers. Regular contact was made with families who were not accessing Seesaw and most families indicated they were using the hard copy materials provided as their preferred mode of home learning. Members of the leadership team were in regular contact with any students who were disengaged from the digital or hard copy learning provided.

As Sunshine SDS was located in a 'hot spot' during the COVID-19 pandemic, during term three with Special Schools provided face to face learning and mainstream schools continued providing remote learning, student attendance was at 35-40%. On contacting families, they indicated that it was their choice for their children to remain at home due to COVID-19, this meant that 60-65% of students did not have access to education and the school received daily requests for remote learning. The school maintained regular contact with families to check in on health and wellbeing and student's absence.

To support student engagement during the transition back to onsite learning, our school clearly communicated our COVID practices to the community to build confidence in the safety protocols in place. Teachers revisited the online learning content as a means of assessment and also to engage students in familiar learning supporting their transition back into the classroom learning environment and school. Daily communication continued through the use of Seesaw and attendance protocols were implemented for absenteeism.

Health and wellbeing resources were translated and sent to communities to support and offer access to resources for families, these included Brimbank City Council resources and supports.

Despite COVID-19 having a significant impact on attendance due to parent choice, the Department of Education and Trainings attendance data evidences an improvement with absence days per full time enrolment decreasing from 39.11 days (2019) to 35.36 days (2020).

Absence Days per FTE - Sunshine Special Developmental School (5267)

2016 - 31.53  
2017 - 30.54  
2018 - 33.05  
2019 - 39.11  
2020 - 35.36

The opportunity was taken toward the end of 2020 to redevelop the school's sensory garden. Priority was given to accessibility and elements that engage students visual, tactile, proprioceptive and olfactory systems. Improvements to the area include an inground wheelchair trampoline, floor chimes, a variety of different surfaces (rubber, smooth, stones, synthetic grass), a tunnel with coloured panel which includes a water misting feature, a water pump, talking tubes, a writing surface, succulent garden, memorial garden and seating has also been installed.

The front garden has also been redeveloped providing seating in this area for students, staff and families with grass and garden planting. All portable buildings were painted internally with our Performing Arts portable also being painted externally also. The school continues to maintain and improve its facilities to support student engagement in diverse learning opportunities and ensure our students and staff have access to a safe, stimulating, vibrant and accessible teaching and learning environments.

## Wellbeing

Leading a community through a global health pandemic was unprecedented with the school prioritising the safety, health and wellbeing of the whole community. With a focus on these elements, the conditions were created for a continued focus on teaching and learning, the school implemented through COVID-19 guidelines, protocols and practices communicating these clearly to the whole school community.

Strategies for staff whilst at school and during working from home included.

The provision of Personal Protective Equipment including face masks for all staff and individual hand sanitiser

- Hand sanitiser stations
- Contact tracing survey

- Wellbeing Wednesday focus in Bulletins
- Daily Dose – Positive Psychology wellbeing strategy
- Creation of Education Support Professional Learning Teams (weekly)
- Communication Strategy
- Shielding and buffering – Leadership Team/Allied Health Team creation of Learning at Home packs
- Daily check in on WebEx from 8am
- Employee Assistance Program and DET wellbeing resources – links and fliers sent
- Occupational Health and Safety checklists – Working from Home
- Leadership Team called all families not accessing Seesaw to check in
- COVID-19 Safety Plan

Strategies for students and families whilst at school and during Learning at Home included.

- List of help lines and service providers (links, phone numbers, service provision) sent to families
- Weekly communication
- Help Hampers x 2 sent home to all families (Food Bank)
- Mother’s Day/Father’s Day/Special Persons Day gifts sent home to all families
- Positive Climate for learning newsletter fortnightly
- Working in partnership with external service providers to support families
- Partnership with Brimbank City Council (Coles vouchers and Meals on Wheels)
- School iPads and Wi-Fi provided for some families

The school maintained a focus on developing a wellbeing and engagement strategy for students and staff. The school continued a 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 2020 has been implementing Xuno, an online system to record and track incidents and data, Xuno has been personalised in Term 4 to meet the needs of the school.

In preparation for the 2021 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 2021.

There has been a continued 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.

### **Financial performance and position**

The school has had an overall surplus of \$992,339 for the 2020 year. This is a result of the School being in lockdown for the majority of 2020 due to the COVID19 pandemic.

During this time we were unable to begin any of the Capital works projects that School Council had approved and expected to be completed during 2020. This included the Oval/Car Park at an expected cost of over \$300,000 and the Secondary Years Yard refurbishment with an expected cost of approximately \$200,000. We also set aside approximately \$200,000 for the primary years upgrade of equipment and covered ways. With the announcement towards the end of 2021 that the School had received a Capital Building’s Grant of \$10,000,000 we were advised that no building works should proceed until this Grant is completed by the end of Term 1 2023. We will commit the saved \$700,000 towards contingencies for this project as we may also be able to include some of our proposed works into the scope of this project.

During the Learning and working at Home period we were able to complete much needed Occupation Health and Safety repairs and some refurbishments of the Sensory Garden which provided a very functional space for all students and staff.

With the announcement of a new portable for the beginning of the 2021 school year , additional grounds works needed to take place such as remodeling fence lines, providing extra artificial turf for this area in order to provide safe play surfaces for students. This also included the removal and re-establishment of the school's community garden.

The school received \$ 157,808.73 Equity funding which was allocated to the one-to-one iPad program for students and consultants.

The school received \$9,725 advance funding which unfortunately was not spent as a result of COVID19 but will be reallocated for the 2021 year.

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

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 187 students were enrolled at this school in 2020, 51 female and 136 male.

54 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

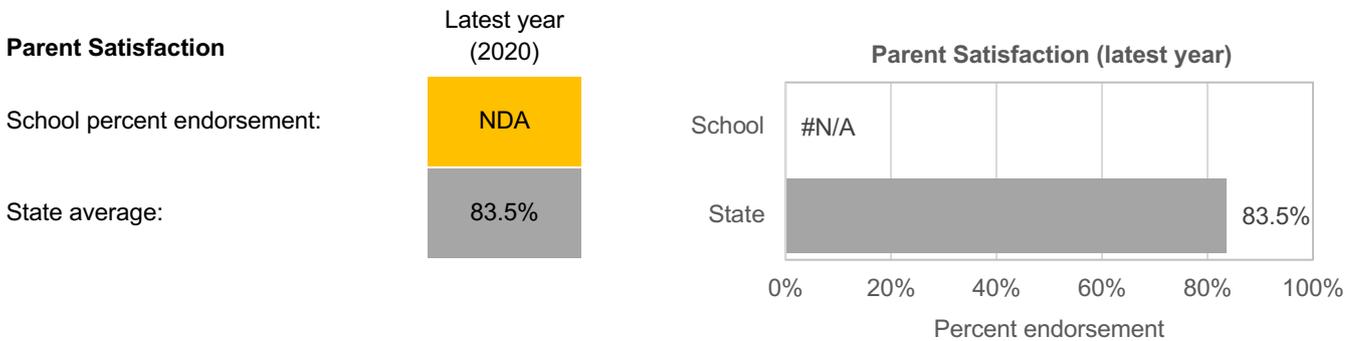
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

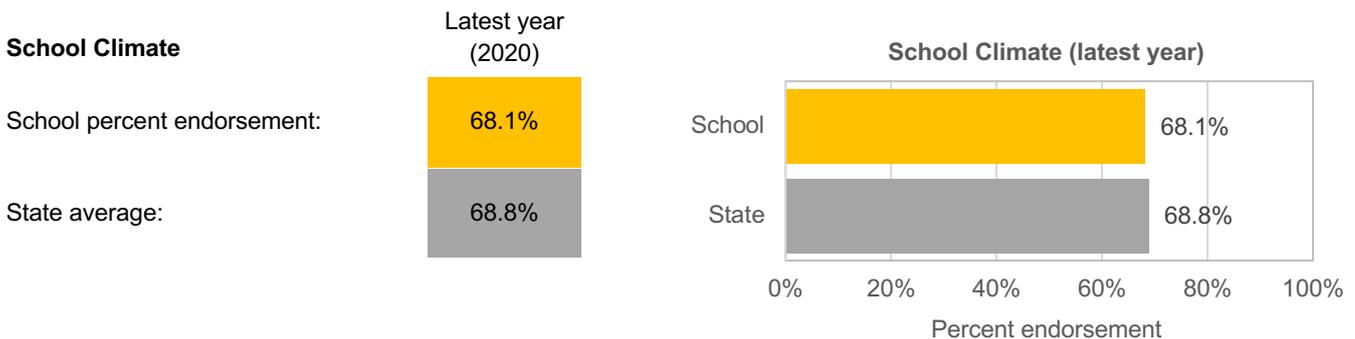


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



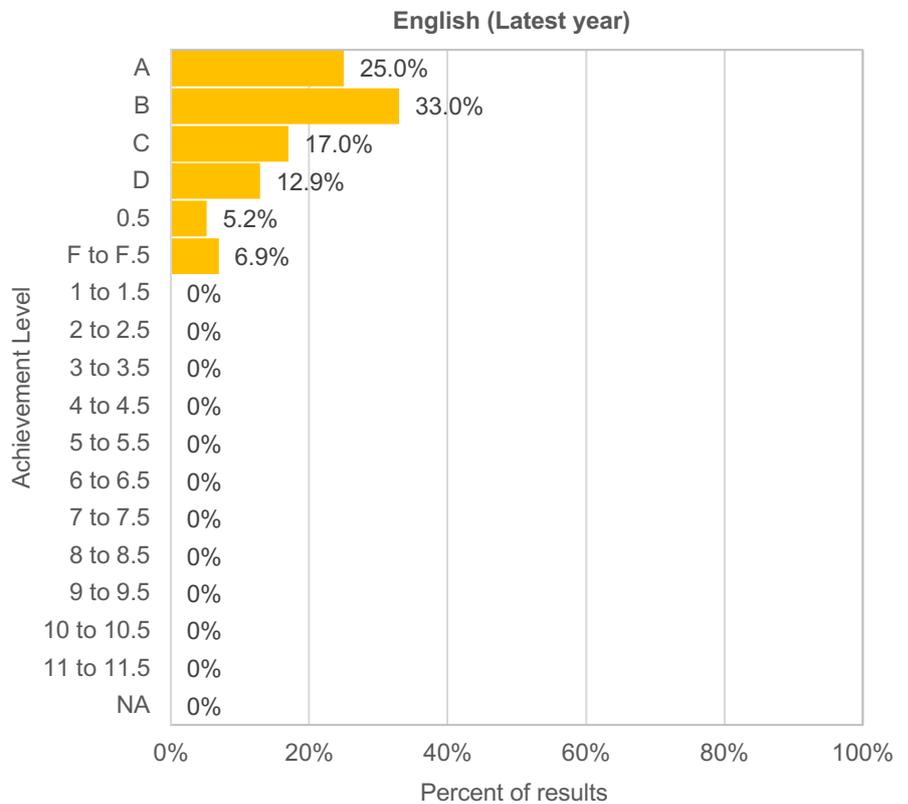
## ACHIEVEMENT

### Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

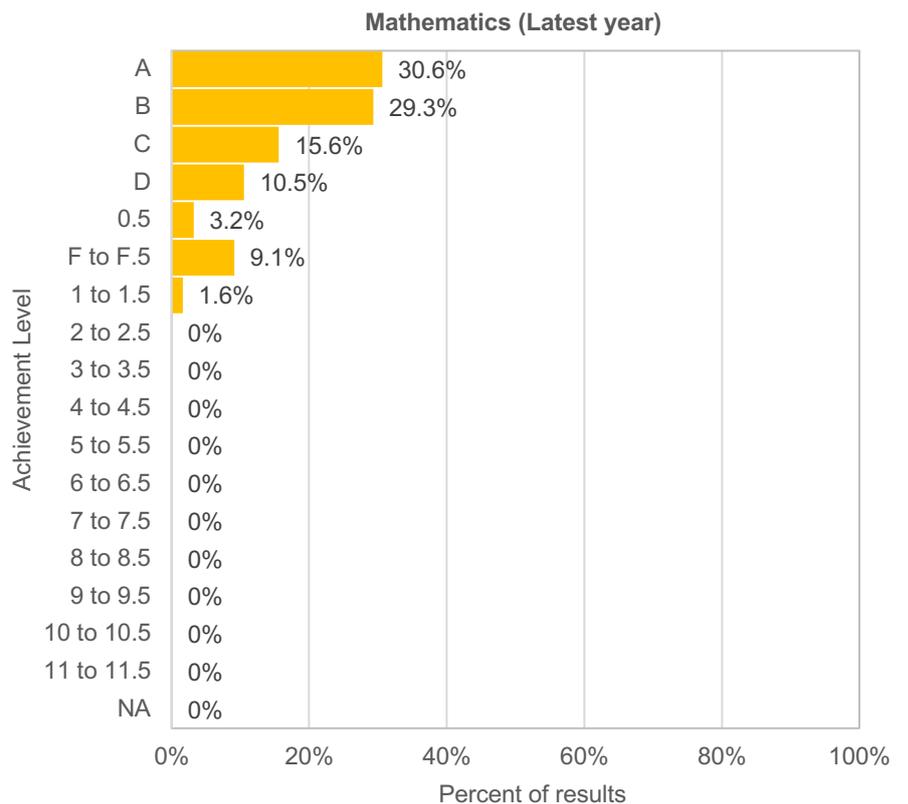
#### English

Achievement Level	Latest year (2020)
A	25.0%
B	33.0%
C	17.0%
D	12.9%
0.5	5.2%
F to F.5	6.9%
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2020)
A	30.6%
B	29.3%
C	15.6%
D	10.5%
0.5	3.2%
F to F.5	9.1%
1 to 1.5	1.6%
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	30.5	33.0	39.1	35.4	34.6

### Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	NDP	NDP	100.0%

# Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING  
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$7,545,983
Government Provided DET Grants	\$2,126,360
Government Grants Commonwealth	\$8,300
Government Grants State	\$9,725
Revenue Other	\$16,252
Locally Raised Funds	\$16,154
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$9,722,773</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$157,809
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$157,809</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,222,177
Adjustments	NDA
Books & Publications	\$1,742
Camps/Excursions/Activities	\$3,370
Communication Costs	\$17,639
Consumables	\$148,828
Miscellaneous Expense <sup>3</sup>	\$5,364
Professional Development	\$35,808
Equipment/Maintenance/Hire	\$211,574
Property Services	\$457,541
Salaries & Allowances <sup>4</sup>	\$239,388
Support Services	\$296,835
Trading & Fundraising	\$14,974
Motor Vehicle Expenses	\$16,456
Travel & Subsistence	NDA
Utilities	\$58,736
<b>Total Operating Expenditure</b>	<b>\$8,730,434</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$992,339</b>
<b>Asset Acquisitions</b>	<b>\$124,313</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,398,867
Official Account	\$42,059
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,440,926</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$192,968
Other Recurrent Expenditure	\$9,313
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$227,137
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$129,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$209,979
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$768,396</b>

*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.*