

2021 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 2021 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 25 March 2022 at 01:34 PM by Nicole Edwardes (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 March 2022 at 05:07 PM by Daniel Smith (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 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.

How to read the Annual Report (continued)

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.

'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.

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 disabilities 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 a 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 188.6 students and a staff compliment of: 3 Principal Class, 3 Leading Teachers, 1 Learning Specialist, 31.2 Teachers and 56.6 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 mental health and wellbeing of every student is a high priority. The school continues to adopt the school wide positive behaviour framework to identify and develop support systems for students requiring additional support with their mental health and wellbeing needs. The school has also implemented Resilience, Rights, Respectful and Relationships Program to support all students. This program promotes the social and emotional skills of students to provide positive health and wellbeing outcomes

The school delivers curriculum through a variety of engaging, hands-on contexts for learning. Some of these programs include Learn to Play (Primary) and Enterprise (Secondary), 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.

The priority of Excellence in Teaching and Learning has continued to be an important focus for the school as we strengthen and deepen teachers' knowledge and explicit teaching skills in literacy instruction. Sunshine SDS has delivered on our focus of building staff capacity in Literacy and the schools lesson structure. The school achieved this by continuing to provide weekly coaching and professional learning to Professional Learning Team (PLT) leaders on leading the improvement cycle to implement data driven inquiries within PLT's. Collaboration around explicit areas of practice within the PLT are underpinned by sharing practice with analysis of student data an increasing focus.

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.

Throughout the year the school maintained a strong focus on developing teaching and learning with the focus on Four Blocks Literacy. Staff engaged in targeted and scaffolded professional learning which impacted the quality of teaching both onsite and during remote learning. With teaching and learning occurring in both face to face and Learning at Home in 2021, the schools Instructional Model with a focus on Learning Intentions and Success Criteria and High Impact Teaching Strategies implemented through the lesson structure provides the evidence-based framework for instruction in both contexts.

In 2021, peer observation was introduced within Professional Learning Teams. Staff shared video of students engaged in explicit instruction and using the schools lesson structure as a guide, colleagues provided feedback on their observations to each other. Peer observation occurred within PLTs and then across Primary and secondary PLTs as teams were mixed. This was a powerful opportunity for staff to observe practice not only within their own teams but across cohorts.

Sunshine SDS promotes and embeds a Positive Climate for 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 has been a strong focus on student feedback whilst during the remote period, so we could adapt and respond to student and family needs and maximise engagement in Learning at Home.

Professional Learning forums have been designed and implemented to build knowledge and understanding of all staff around student voice, agency, and leadership. The Student Voice and Agency (SVA) Committee has developed a SVA Policy which supports consistent understanding of SVA across the school.

Sunshine SDS has a continued focus on Building Communities. Strengthen and embed the school-wide approach to communication and engagement with parent/guardians and families.

The appointment of a Chaplain with a focus on Family Engagement supported by African and Burmese cultural workers established the foundation for a strong focus on how we re engage the community.

Achievement

In 2021, Sunshine SDS has maintained a year level structure across the Primary and Secondary Learning Centre's, this has 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.

Sunshine SDS uses the Victorian Curriculum Framework in the design and implementation of curriculum. In 2021, the school aimed to build staff capacity to implement the schools lesson structure with a focus on Four Block Literacy instruction.

The work focused on implementing consistency through a whole school understanding of the structure and content of literacy instruction at Sunshine SDS looks like. The work of school leaders focused on teachers being able to use data to differentiate content and deliver the curriculum through a lesson structure. The focus has been on explicitly teaching students literacy using High Impact Teaching Strategies and the Gradual Release of Responsibility.

The establishment of a model classroom as a base for the learning specialist to building staff capacity was a new initiative and provided the opportunity for coaching, modelling, and mentoring at an individual, small group and class level. Despite the events of the year, Sunshine SDS has continued its strong focus on the implementation of our instructional model with priority given to our lesson structure and High Impact Teaching Strategies. The Tutor Learning Initiative implemented through our coaching model supported the continued development and implementation of the English curriculum through our literacy instruction and explicit teaching in individual and small group rotations.

The deeper understandings of these approaches were evidenced through the introduction of peer observation which

was introduced within PLT's. Staff shared video of students engaged in explicit instruction and using the schools lesson structure as a guide, colleagues provided feedback on their observations to each other. Peer observation occurred within PLTs and then across Primary and secondary PLTs as teams were mixed. This was a powerful opportunity for staff to observe practice not only within their own teams but across cohorts.

Engagement

Student engagement in learning is critical if students are to attain deep and sustainable learning. Sunshine SDS strives to provide an educational environment, which is engaging, stimulating, safe and challenging where students are acknowledged and celebrated. In 2021, the school continued to explore diverse contexts for learning based on student strengths and interests with the introduction of a Learn to Play program in Primary and a Social Enterprise program in Secondary.

During remote learning, Sunshine SDS continued to support all students to engage in learning via a digital platform as well as hard copy learning packs. Student learning was conducting using Seesaw, an existing platform that students and staff were familiar with, and that most families were already connected to.

School-Wide Positive Behaviour Support (SWPBS) provides the framework for the staff to engage and connect with students in the school and the school continues to promote and support this program through the work of an active SWPBS committee and the employment of a full time Mental Health Practitioner.

In 2021, the appointment of a Chaplain with a focus on Family Engagement supported by African and Burmese Cultural Workers was a key strategy to support the re-engagement and reconnection with families after the difficult year experienced by all. A Family Engagement calendar was developed and distributed however was impacted by COVID restrictions, we were able to host some events via WebEx.

The school continues to have a strong focus on increasing the engagement and involvement of our parent community. Parent participation and involvement in the school reflects the impact of COVID-19 and the limited opportunities for families to engage with the school in 2021.

There has been a high level of engagement of families in the Student Support Group (SSG) meetings through phone and WebEx in 2021. These SSGs continue to play an essential role in the school for both teachers and parents in the learning partnership between the school and the home. The school will continue to promote the importance of these meetings to the school community and set high expectations for student learning.

The school will continue to focus and prioritise the importance of student attendance. Long Term absenteeism continues to be of concern for a few students that have extended school absence due to travel, illness and the impact of COVID. COVID-19 had a major impact on the absent rate of students in 2021. The school has 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 school continues to maintain the facilities to ensure our students and staff have access to a safe, vibrant, and stimulating learning environment.

Wellbeing

The school's goal is to build an a safe, engaging, inclusive learning environment that nurtures the educational and wellbeing needs of every student. To support the achievement of this goal, the school has established a Student Voice and Agency Committee and developed a Student Voice, Agency, and Leadership Policy. These actions have provided the opportunity for staff to develop a consistent and collective understanding of Student Voice, Agency and Leadership and develop strategies and resources to identify and establish opportunities for student feedback as well as reflect on teacher feedback to students.

The school's Xuno platform provides a database to collect data and guide the interventions that may be required to support student(s) wellbeing needs.

The school has a Positive Climate for Learning Leader who along with the Mental Health Practitioner, is responsible for child safety in the school. The critical role of the Positive Climate for Learning Team is to support staff and families in meeting the educational and wellbeing needs of students at the school.

The support for staff and students was the major focus during lockdowns and remote learning. The school offered remote and hard copy Learning from Home, distributed help hampers and maintained regular communication. The school utilised Department of Education and Training resources to ensure we were identifying students and families at risk. Our strong links with local area NDIS supports were vital in ensuring families were able to access support. Staff support consisted of daily Connect sessions via WebEx, daily bulletins, regular wellbeing sessions, information, resources and PLT check ins which were in place throughout the remote learning period.

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.

Finance performance and position

The school has had an overall surplus of \$612,757 for the 2021 year. This is a result of the school being in lockdown for a considerable time due to COVID-19 pandemic.

We were unable to undertake works on any projects due to lockdowns, COVID-19 restrictions and the school being involved in a Capital Buildings Works projects and during this time we are not allowed to undertake any major works until the project is completed.

Through the year we were able to maintain all buildings and grounds areas with the installation of Salto fob locks on all internal doors to allow for easier access for staff and students.

The School Council was able to commit \$550,000 including GST to the Capital Buildings Works. We are hopeful if the tender comes in over budget that we may be able to commit further funds to receive all structural works within the build.

We received Advance Funding of \$9,725 to support the Schools Secondary Enterprise Program.

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 186 students were enrolled at this school in 2021, 47 female and 139 male.

55 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).

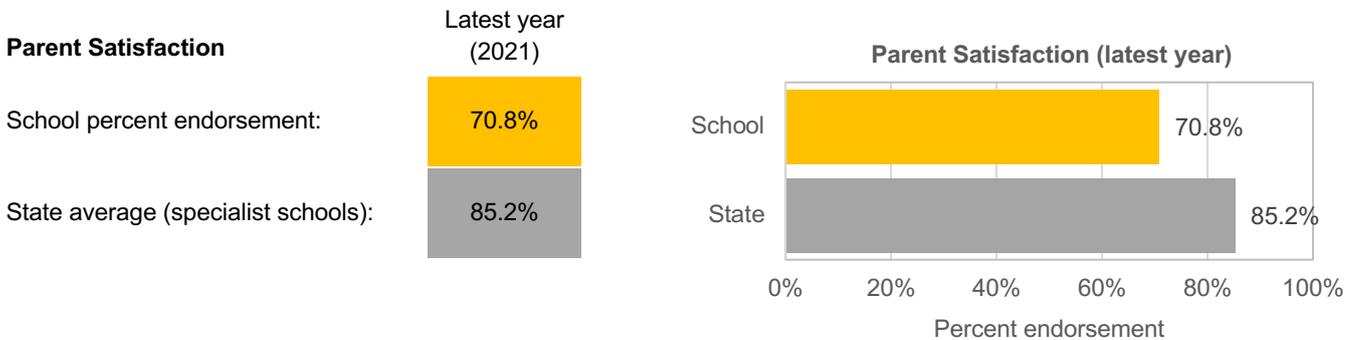
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

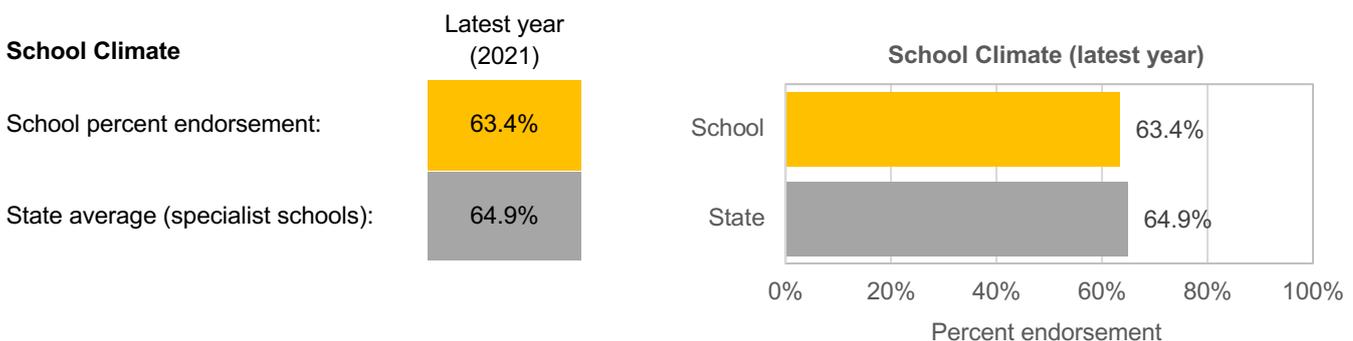


School Staff Survey

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.



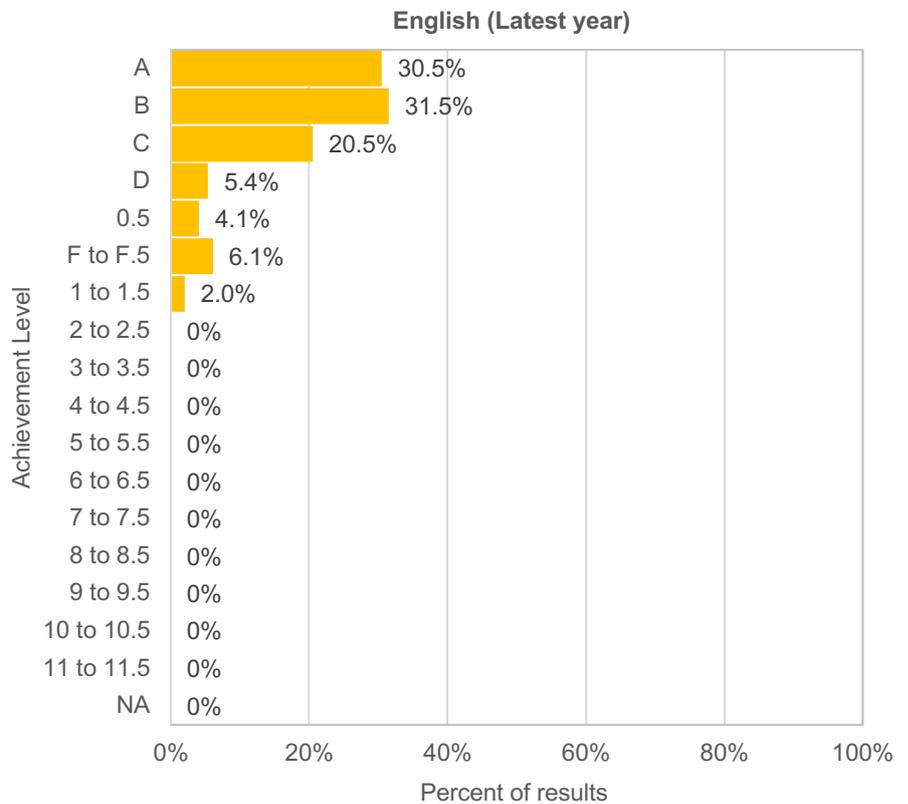
ACHIEVEMENT

Teacher Judgement of student achievement

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

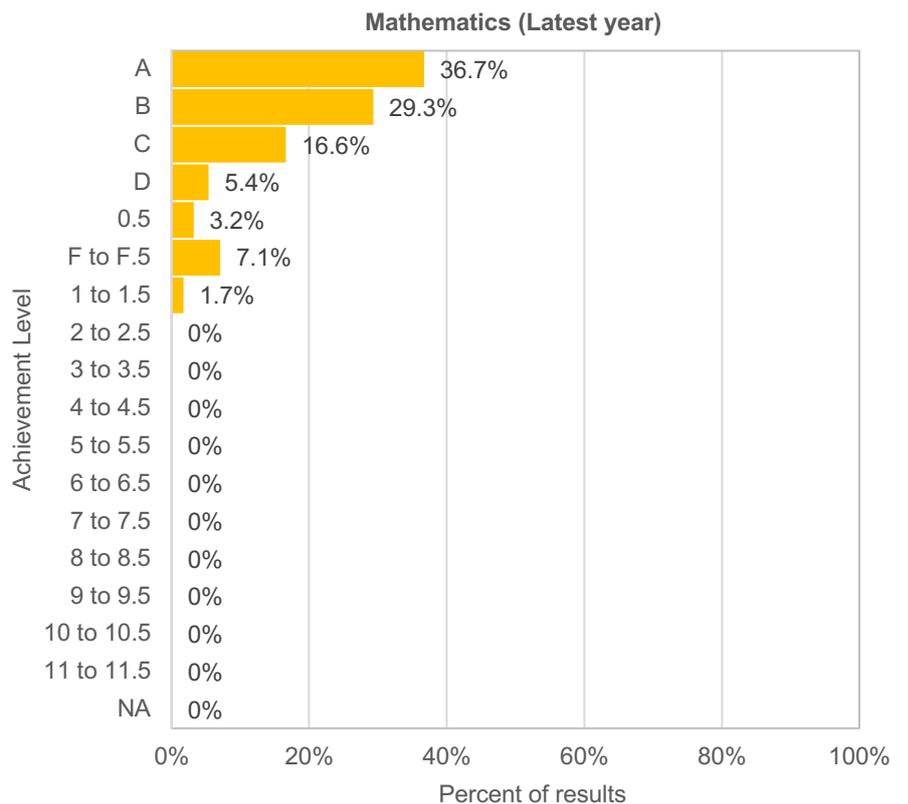
English

Achievement Level	Latest year (2021)
A	30.5%
B	31.5%
C	20.5%
D	5.4%
0.5	4.1%
F to F.5	6.1%
1 to 1.5	2.0%
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 (2021)
A	36.7%
B	29.3%
C	16.6%
D	5.4%
0.5	3.2%
F to F.5	7.1%
1 to 1.5	1.7%
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 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	33.0	38.6	35.4	30.2	34.3

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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	NDP	NDP	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$8,979,792
Government Provided DET Grants	\$1,162,789
Government Grants Commonwealth	\$8,000
Government Grants State	\$95
Revenue Other	\$10,453
Locally Raised Funds	\$13,760
Capital Grants	\$0
Total Operating Revenue	\$10,174,888

Equity ¹	Actual
Equity (Social Disadvantage)	\$151,900
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$151,900

Expenditure	Actual
Student Resource Package ²	\$7,464,200
Adjustments	\$0
Books & Publications	\$705
Camps/Excursions/Activities	\$7,138
Communication Costs	\$15,891
Consumables	\$170,265
Miscellaneous Expense ³	\$515,953
Professional Development	\$38,793
Equipment/Maintenance/Hire	\$204,376
Property Services	\$342,518
Salaries & Allowances ⁴	\$343,581
Support Services	\$377,337
Trading & Fundraising	\$10,061
Motor Vehicle Expenses	\$12,426
Travel & Subsistence	\$0
Utilities	\$58,888
Total Operating Expenditure	\$9,562,130
Net Operating Surplus/-Deficit	\$612,757
Asset Acquisitions	\$26,339

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$419,290
Official Account	\$41,588
Other Accounts	\$0
Total Funds Available	\$460,878

Financial Commitments	Actual
Operating Reserve	\$314,751
Other Recurrent Expenditure	\$6,692
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$24,819
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$114,616
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$460,878

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.