



2022 ANNUAL REPORTING INFORMATION

SCHOOL INFORMATION

Address	TAFE Campus, 29 Windemere Road, Alexandra Hills QLD 4161
Postal address	PO Box 5699, Alexandra Hills QLD 4161
Phone	07 3117 0966
Contact	admin@sycamore.qld.edu.au
School sector	Independent
Year levels offered	Prep – Year 10
Co-educational or single sex	Co-educational

OUR VISION

To improve life outcomes for people on the autism spectrum.

OUR MISSION

The Sycamore School provides specialist support and education to people on the autism spectrum, their care networks and the community.

OUR VALUES

RESPECTFUL. We value all perspectives.

KIND. We are selfless and giving.

ACCEPTING. We value uniqueness.

BRAVE. We face our challenges with conviction.

CREATIVE. We think outside the box.

PATIENT. We accept that all things happen in their own time.

OUR CURRICULUM OFFERINGS

Curriculum Area	Organisation
English	Taught by classroom teachers P – 10
Mathematics	Taught by classroom teachers P – 10
Science	Taught by own classroom teachers P – 10 STEM taught by a Specialist STEM teacher across P – 10, 3 days per week
Hass	Taught by own classroom teachers P – 6 Taught by specific classroom teachers across 7 – 10 (may not be own classroom teacher)
Health And Physical Education	Taught by a Specialist HPE Teacher across P – 10, 4 days a week
The Arts	Visual Arts, taught by a Specialist Arts teacher, 4 days per week Term 1,2,3: P-10 Term 4: P – 8 Dance taught by a Specialist HPE teacher 1 day a week Term 4: 9-10 Drama taught by a Specialist Arts teacher 1 day per week Term 4: 9-10 Music taught by a Specialist Music teacher, 1 day week Semester 1: P – 4 Semester 2: 5 - 8
Technologies	Taught by specific classroom teachers across 7 – 10 (may not be own classroom teacher) in Term 4

OUR STUDENT WELFARE

We provide a supportive learning environment. Our students have access to the following support network.

- Behaviour Specialist
- Behaviour Support Assistant
- Chaplain
- Eve our Therapy Dog
- Floating Education Support Officers (our Angels)
- Learning Enrichment Teacher
- Social Worker

OUR STUDENTS

Student enrolments by year level

	2022	2021
Prep	6	6
Year 1	5	7
Year 2	5	7
Year 3	6	6
Year 4	7	9
Year 5	11	9
Year 6	10	10
Year 7	10	9
Year 8	10	7
Year 9	10	8
Year 10	7	7
Total	87	85

Notes

1. Student count based on Non-Government School Census data.
- 2.

How our students describe their gender

	2022	2021
Male	70	71
Female	17	13
Non-Binary	-	< 5

Notes

1. Student count based on Non-Government School Census data.

Overall attendance

	2022	2021
Total attendance %	82.4%	86.3%

Notes

1. The student attendance rate is based on Student Attendance (STATS) Term 3.

OUR STUDENTS - continued

Student attendance rates by year level

	2022	2021
Prep	82.7%	87.2%
Year 1	77.3%	92.9%
Year 2	83.7%	87.2%
Year 3	78.7%	88.1%
Year 4	77.1%	88.8%
Year 5	88.2%	91.1%
Year 6	92.8%	86.3%
Year 7	87.1%	86.9%
Year 8	82.6%	85.8%
Year 9	70.9%	78.6%
Year 10	79.9%	76.9%

Notes

1. The student attendance rate is based on Student Attendance (STATS) Term 3.

How we manage absences

Our School has several students who have previously experienced school refusal in other educational settings. We work with these families to ensure each student is supported to attend school daily. When attendance is deficient, the Collaborative Education Team (CET), Leadership Team and/or Support Specialists (Behaviour Specialist, Learning Enrichment Teacher, Social Worker) meet with the parents and student to put strategies in place to support full-time school attendance.

Parents are asked to communicate with the School when their child is likely to be absent. Parents who do not notify the school are contacted so the School can follow up and support the families and student where necessary.

If a student is absent because of an incident which occurred on the previous day, the CET, Leadership Team and/or Support Specialists work through a re-connection process. The re-connection process is in place to ensure the student can return to school and re-connect with those involved as soon as possible.

If a student is continually absent due to school refusal, the Principal and Support Specialists work alongside the family and CET to address any underlying concerns. A return to school plan is put into place starting with the student attending a portion of the day and then lengthening the day when the student is comfortable and has enjoyed success.

NAPLAN results – Below Reporting Threshold

Our results are not reported as there are fewer than five students with NAPLAN results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

OUR PEOPLE

Staff composition

	Teaching Staff		Non-Teaching Staff	
	2022	2021	2022	2021
FTE	15.4	16.2	20.5	21.7
Headcount	17	18	23	24
Indigenous Staff	< 5	< 5	-	-

Notes

1. Staff count based on Non-Government School Census data.
2. FTE – full-time equivalent.
3. Teaching staff includes school leaders.
4. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Teaching staff positions

	Classroom Teacher		Specialist Teacher	
	2022	2021	2022	2021
FTE	11	11	5.4	5.2
Headcount	11	11	7	7

Notes

1. Staff count based on Non-Government School Census data.
2. FTE – full-time equivalent.
3. Specialist teachers includes school leaders.

Number of teaching staff at each level of the Australian Professional Standards for Teachers

	2022	2021
Graduate/Provisional	6	< 5
Proficient/Full	12	15
Highly Accomplished Teachers	-	-
Lead Teachers	-	-

Notes

1. Based on staff included in the Non-Government School Census data.

OUR PEOPLE - continued

Highest qualification level of our staff

	Teaching Staff		Non-Teaching Staff	
	2022	2021	2022	2021
Doctorate or higher	-	-	< 5	< 5
Masters	< 5	< 5	-	-
Postgraduate Certificate/Diploma	7	5	< 5	< 5
Bachelor Degree	9	10	< 5	5
Diploma	-	-	6	7
Certificate	-	-	8	6

Notes

1. Based on staff included in the Non-Government School Census data.
2. Teaching staff includes school leaders.

Staff attendance and retention

	Teaching Staff		Non-Teaching Staff	
	2022	2021	2022	2021
Average Attendance	92.7%	94.5%	92.9%	93.5%
Retention Rate	91.7%	85.7%	85.0%	90.9%

Notes

1. Average staff attendance is based on absences of 5 days or less.
2. Retention rate is the proportion of permanent staff who were retained from the end of 2021 for the entire 2022 school year.
3. Teaching staff includes school leaders.

Expenditure on staff professional development

	2022	2021
All Staff (both teaching and non-teaching)	\$20,179	\$11,303
Teaching Staff	\$4,336	\$7,244
Non-Teaching Staff	\$3,314	\$5,581
Total	\$27,830	\$24,128

Notes

1. Teaching staff includes school leaders.

OUR PEOPLE - continued

Number of professional development courses attended by staff

Category of professional development activity	Number of teaching staff participating in activity	Number of non-teaching staff participating in activity
Administration	8	10
Autism Specific	27	21
Curriculum	25	1
ICT	0	1
Leadership	6	0
Other	0	2
Positive Behaviour Support	28	34
Student Safety & Wellbeing	127	137
Work Health & Safety	70	103
Total	291	309

Notes

1. Teaching staff includes school leaders.

Total number of staff participating in at least one professional activity

All permanent employees participated in one or more professional development activities throughout the year.

Key professional development initiatives

- Applied Behaviour Analytics
- Autism in School
- Behaviour Token System
- Child Protection
- CPR and First Aid
- Disability Standards for Education
- Fire Awareness and Extinguisher
- Manual Tasks for Workers
- Mindfulness
- Restorative Practices
- Slips, trips and falls
- Team Teacher
- Youth Mental Health First Aid Course
- Zones of Regulation

OUR FUNDING

	2022	2021
Australian Government Recurrent Funding	\$2,728,973	\$2,521,772
State Government Funding	\$991,942	\$1,107,901
Fees, Charges and Parent Contributions	\$693,928	\$671,505
Other income	\$28,786	\$16,559
Total	\$4,443,629	\$4,317,737

OUR SOCIAL CLIMATE

Parent satisfaction

The Sycamore School Parent/Carer Opinion Survey is designed to obtain parents views on how The Sycamore School is doing and what we can improve. The set questions used are from a national and state survey tools.

Below is the result of our 2022 survey of parents/carers. The average rating is out of 5.

Question	Average rating
1. Staff at this school expect my child to do their best.	4.4
2. Staff at this school treat students fairly.	4.4
3. My child feels safe at this school.	4.4
4. I can talk to staff about my concerns.	4.6
5. My child likes being at this school.	4.4
6. Staff at this school motivate my child to learn.	4.4
7. My child is making good progress at this school.	3.9
8. My child's learning needs are being met at this school.	4.0
9. This school works with me to support my child's learning.	4.2
10. This school celebrates student achievements.	4.4
11. This school fosters respectful relationships among students.	4.4
12. This school treats students equally, regardless of gender.	4.4
13. This school has a strong sense of community.	3.5
14. Staff at this school are interested in my child's wellbeing.	4.6
15. This school keeps me well informed.	4.1
16. Staff at this school are responsive to my enquiries.	4.6
17. Staff at this school are approachable.	4.6
18. This school looks for ways to improve.	4.1
19. This school takes parents' opinions seriously.	3.9
20. The school is well maintained.	4.2

OUR SOCIAL CLIMATE - continued

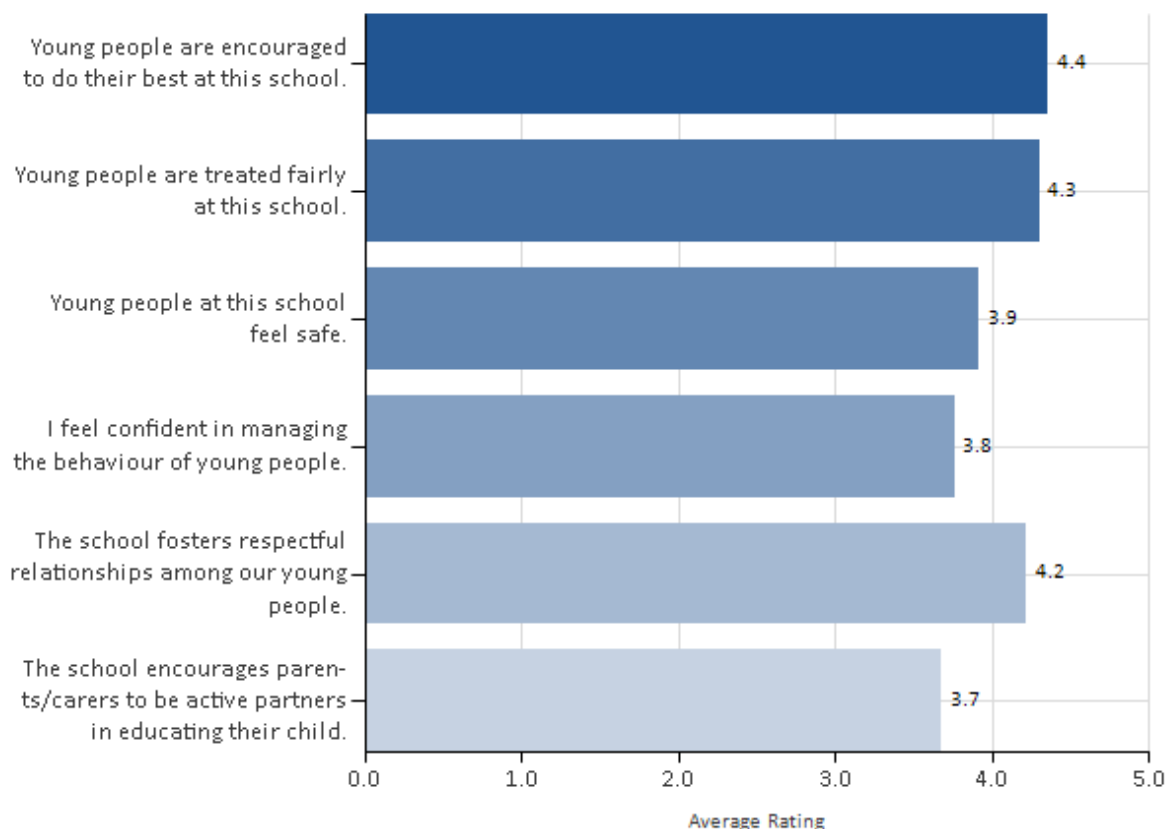
How we get our parents involved in their child's education

- ClassDojo
- Coffee catch-ups with the Principal
- Facebook
- Fortnightly newsletters
- Meet and Greets
- Parent Information Sessions

Staff satisfaction

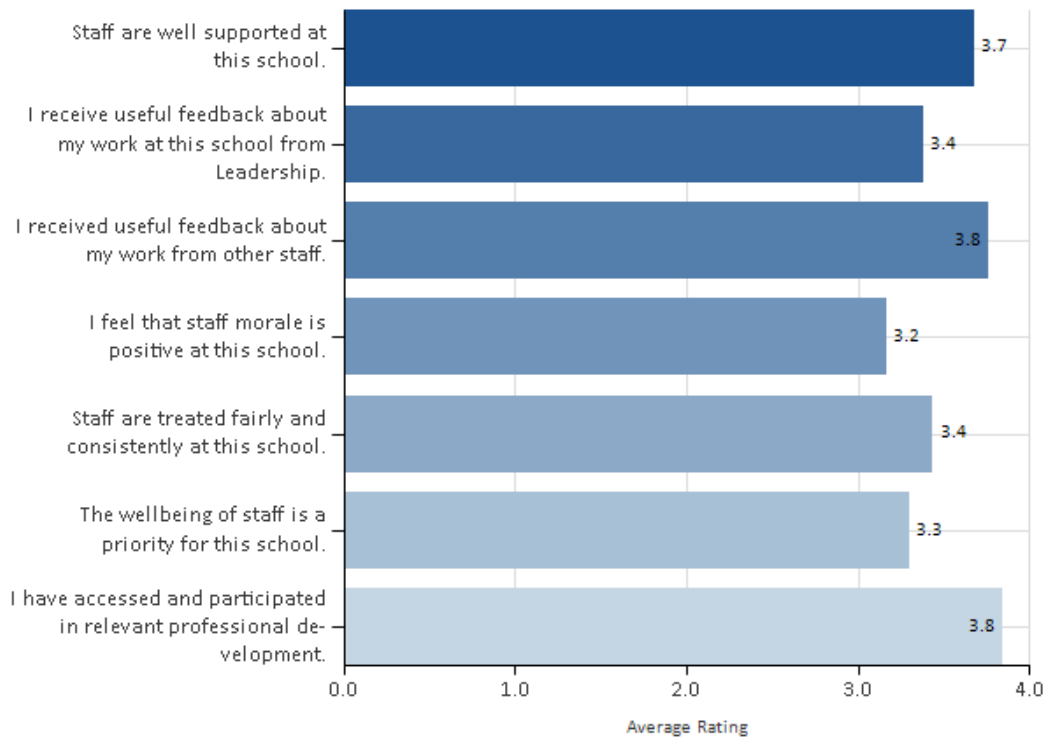
At the end of 2022 we surveyed staff asking them to reflect over the past year and to rank to what extent they agreed with the following statements from strongly disagree to strongly agree. We used a set of questions from national and state school survey tools.

Teaching learning and support practices

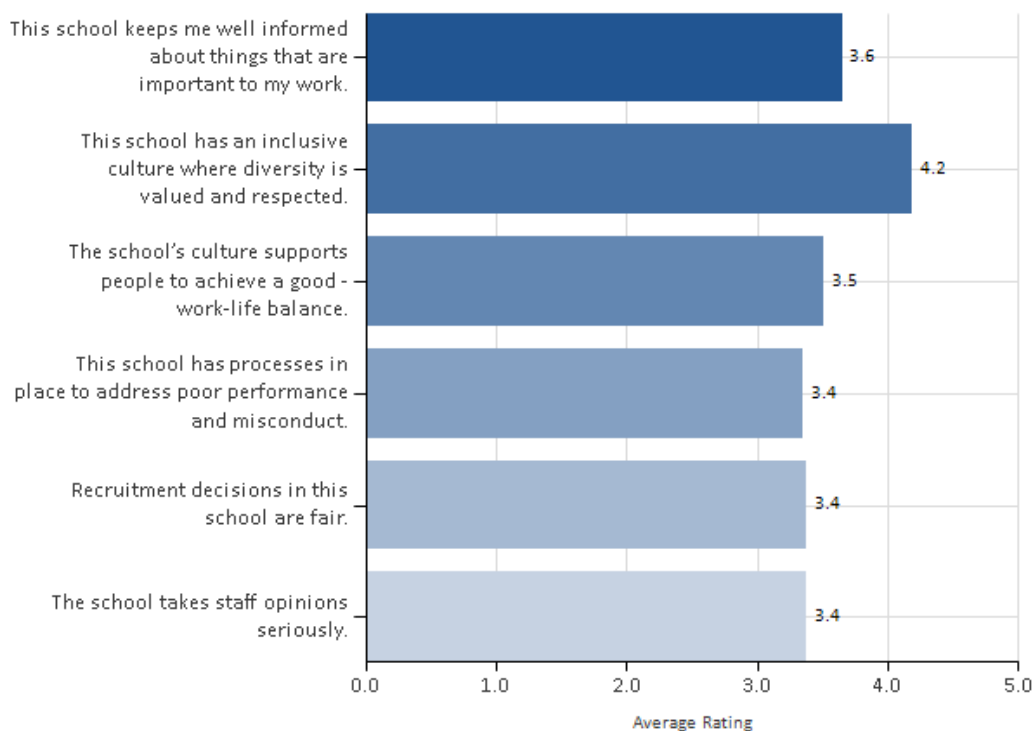


OUR SOCIAL CLIMATE - continued

Staff wellbeing and development

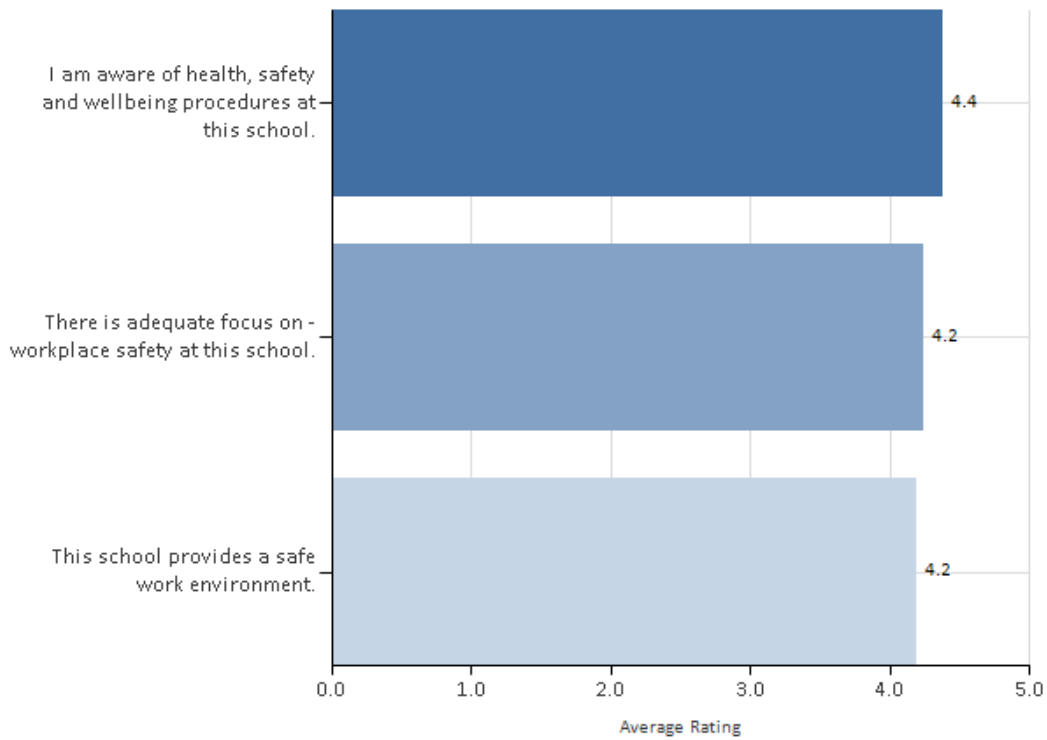


Workplace culture



OUR SOCIAL CLIMATE - continued

Safety at work



Other

