



**The
Sycamore
School**
Autism - Friendly Learning

Foundations and Celebrations ANNUAL REPORT 2017



Autism-Friendly Learning



OUR PRIORITY

Autism-Friendly Learning



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ABOUT US

We believe autism is a superpower

The Sycamore School is Queensland's first full-time dedicated school for individuals living with autism. The school was founded by Brisbane parents Cindy and Cameron Corrie, who set upon a journey in September 2014 to find a better future for their son who is on the autism spectrum. The search for an educational environment that provided the education support their son needed began. This journey ultimately culminated in the establishment of The Sycamore School, which now provides autism- friendly learning where each child's individualism is respected and celebrated.

A SPECIAL MESSAGE FROM OUR FOUNDER AND CEO, CINDY CORRIE



After three years of research and planning, the concept of a school that would work to ultimately change the predicted future for people on the autism spectrum, became an option for families across Queensland and indeed, Australia.

People on the autism spectrum face many barriers in our communities. In all stages of life, a person on the autism spectrum requires support from a range of people and services, and schools play an important role during the formative years in a child's life. Research tells us that most students on the autism spectrum require support at school and to retain employment, however this support almost always falls to informal support networks. It results in a compounding issue of unemployment and mental health comorbidity among the autism community, and little financial independence. Our aim is to provide educational services to support our students to grow their capacity in independence, learning, and ultimately employment.

2018 brings an opportunity to continue realizing our Strategic Plan, focusing on strengthening valuable relationships with external stakeholders both locally and internationally, and working to support a strategy of providing pathways for our students, and extending our reach. Providing educational supports to people on the autism spectrum to improve outcomes later in life is our commitment.

Thank you to everyone who supported and contributed to bring The Sycamore School to these amazing students and their families. We now can look back on the community engagement, advocacy and campaigning to have the school realised as an example of what can be achieved when likeminded individuals come together.

Cindy Corrie



The Sycamore School is a Primary School (Prep to Year 6) for young people living with Autism Spectrum Disorder. The school provides a safe and inclusive educational environment with programs supported by allied health, aimed at achieving academic, social, emotional and behavioural goals.

Using a strengths-based approach, new and innovative ways of teaching alongside evidence-informed strategies and the national curriculum, the school provides a positive learning environment with the instruction of quality teaching, community engagement and support programs providing pathways to assist students on their educational journey and as they transition into high school, whether that be main stream schooling or a specialist school.

The Sycamore School works to provide young people with opportunities to reach their potential. It's not just about meeting curriculum outcomes; we give each student a voice, providing them with the tools to advocate for themselves and be involved in the decision-making processes of their lives. The Sycamore School instills confidence and self-determination ensuring our students take up their valued place in the community.

Our approach is simple; the child is the centre. Programming is focused on each student and what makes them unique, as we believe that this will allow for learning opportunities to be recognised and implemented to their fullest extent. We believe in the promise and potential of each child and this is our motivation.



WHAT IS AUTISM?

Autism Spectrum Disorder (ASD, or autism) is a developmental condition that impacts a person in two main areas:

1. Social communication skills (including understanding social contexts, social cues, delays in language and speech development).
2. Restrictive and repetitive interests and behaviours (including insistence on sameness, self-stimulatory behaviours, sensory sensitivities, strong interests, and repetitive behaviours).

ASD is a lifelong condition with no definitive cause or cure. Engagement in early intervention, strengths-based therapy and continuing lifelong support, paves the way for success for people on the autism spectrum.

- There are approximately 2.5% of school aged children diagnosed with ASD in Queensland. 85% require support at school in the areas of fitting in socially, learning, and communication.
- Only 19% of students on the autism spectrum go onto post-school study.
- People on the autism spectrum have the highest rate of unemployment among the general population of people with a disability.
- Paid employment is the main source of income for only 6% of people on the autism spectrum.

The Sycamore School provides educational options that support learning and independence to improve outcomes for people diagnosed with ASD.



- Approximately **1 in every 100 people** in Australia are diagnosed with autism, and the prevalence has increased 25-fold in the last 30 years. This demonstrates an increasing need to support people living with autism and their families in all stages of life.



- Autism is **four times** more likely in boys than girls.



- **83% of people** diagnosed with autism in Australia are under 25 years of age.

CHAIRPERSON'S REPORT



Our organisation exists to improve outcomes for people on the autism spectrum and their families, through education. Our focus has always been to prevent a cycle of dependence and under achievement and to provide a supportive education that provides academic opportunity, fosters independence, builds strengths, and provides important tools in self-advocacy. Our organisation serves an important purpose as we strive to provide pathways to support our students to take their valuable place in our communities. I am proud to be a part of this groundbreaking and innovative organisation that has changed the educational landscape for students on the autism spectrum in Queensland.

As a Board, we are charged with an important role encompassing leadership, governance and strategic development. I would like to thank my fellow Board Members for their support and contributions to the organisation in their capacity as a voluntary Board. The journey has involved creating a sustainable organisation, concept development, planning, successful accreditation, research, funding the operation, and finally the real test, opening our doors with the responsibility of delivering nothing but the best for our students and their families.

2017 was our foundation year for The Sycamore School. We had many opportunities to celebrate the important milestones including the official opening of the school in March 2017 where we welcomed many families and those in our community who were a part of the foundation journey. We also celebrated the incredible gifts of our students at the inaugural Autism is our Superpower Day, and of course said farewell to Year 6 students at the end of the year. It has been an amazing feat, not only to provide a place of learning, but a program that culminates research, best practice, strengths-based approaches, and innovative ways to support learning.

MOVING FORWARD

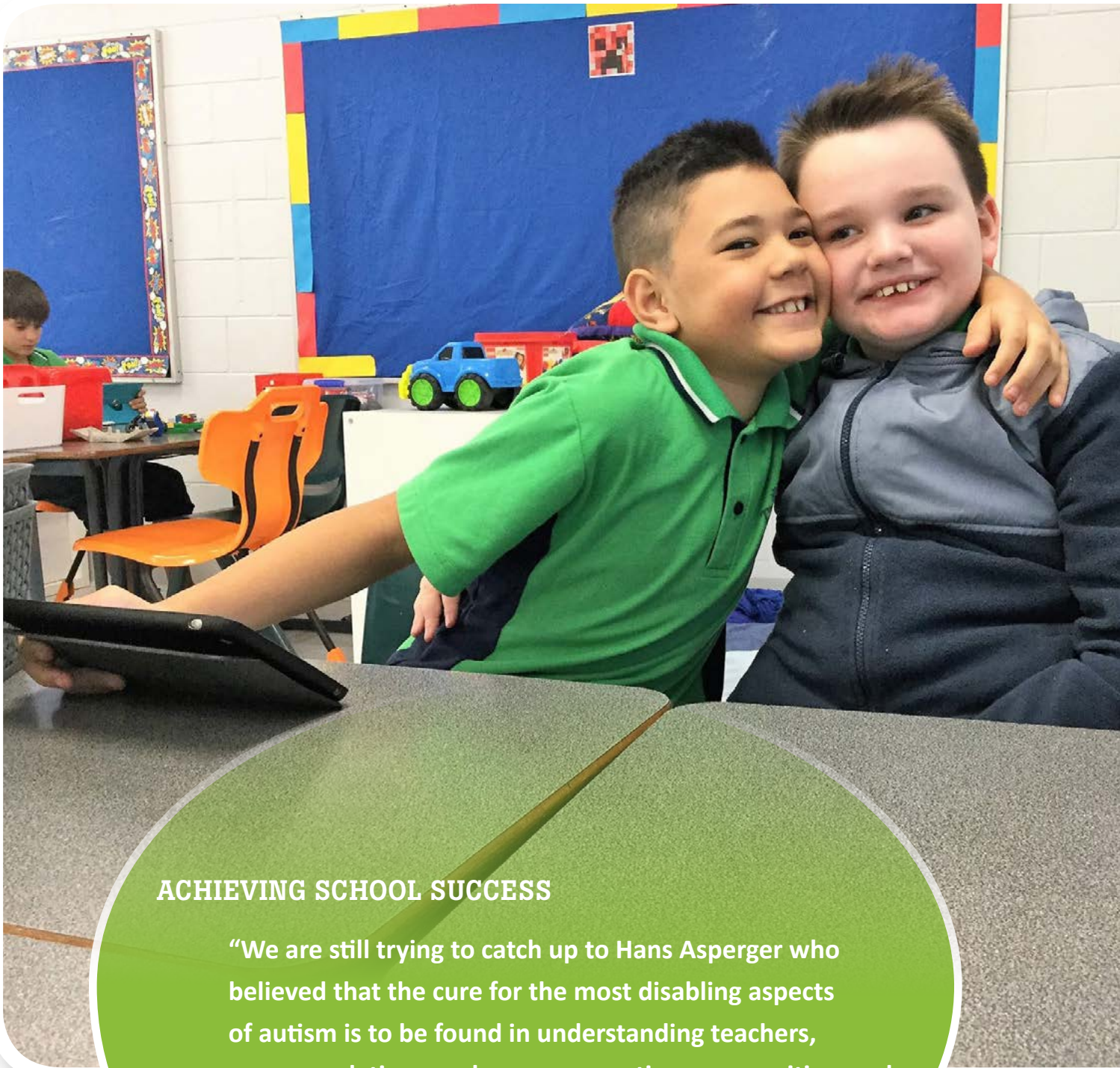
In closing, I would like to extend a special thanks to our Foundation Principal Nigal De Maria, who carried The Sycamore School through the foundation year. His incredible commitment to supporting positive learning experiences has left a mark on The Sycamore School for years to come.

As we move from our foundation year into the future, our commitment to improving the future for our students continues to grow. We hope, over the next three years, to deliver on our key objectives including increasing the number of students we support, working with our community in improving their autism-friendliness, expanding on our collaborative relationships with various external organisations, continuing improvement to our services, and building our capacity for growth.

It is with immense pride that I now handover the role of Board Chair to Jodi Schmidt whilst taking the opportunity to pause and reflect on what has been an incredible year leading this organisation. What was born out of necessity and need, came a more promising and brighter future for children with autism in Brisbane.

Robert Hannaford





ACHIEVING SCHOOL SUCCESS

“We are still trying to catch up to Hans Asperger who believed that the cure for the most disabling aspects of autism is to be found in understanding teachers, accommodating employers, supportive communities, and parents who have faith in their children’s potential”

- Steve Silberman, The Forgotten History of Autism

THE SYCAMORE SCHOOL STRATEGIC PLAN 2017-2020

As we build and grow our community, it is important that our core focus is the young people and their families. This can only be achieved by ensuring parents and caregivers are involved in the life of the school through having their voices and opinions heard and actioned.

The Sycamore School Strategic Plan 2017-2020 has been informed by the exceptional contribution of our students, families and supporters to create an ambitious roadmap, worthy of serving our great organisation and its students into the future. Thank you to everyone who took the time to participate in our strategic planning workshops. I would also like to acknowledge our CEO, Cindy Corrie who has supported the Board in driving our strategic priorities.

OUR STRATEGIC PRIORITIES 2017-2020

Priority 1

Support more people on the autism spectrum, and their care networks.

Increase the number of young people and care networks where we can have meaningful impact.

Priority 2

Collaborate with organisations to work collectively in supporting people on the autism spectrum.

Working with organisations who have aligned values and goals, sharing resources and knowledge to improve services and supports to people on the autism spectrum.

Priority 3

Continue to develop and improve our services.

Measuring our success, expanding our resource base, building relationships within the educational landscape, and planning for growth.

Priority 4

Developing our organisations capacity.

Ensure that our organisation has the resources and expertise to meet the needs of people on the autism spectrum in our community.



STATEMENT OF PHILOSOPHY

OUR VISION

At The Sycamore School, we endeavour to improve the lives of people living with Autism Spectrum Disorder (ASD) by providing holistic educational options and settings, as well as supporting their families, care networks, and community.

The Sycamore School Guiding Principles

Guiding and underpinning the vision are our Guiding Principles: Acceptance, Wellbeing, Diversity, Quality Teaching, Inclusivity, Safety, Respect and Community.



Statement of Philosophy

These principles are effectively implemented through our actions, which are founded on the following beliefs:

OUR STUDENTS

We believe:

- ☛ In the promise and potential of each student, respecting their individualism, as well as their unique and creative perspectives on the world.



Therefore we:

- Provide opportunities for students to reach their full potential by building on their personal interests, thoughts and ideas.
- Implement an inclusive approach to support a sense of belonging, high self-esteem and success.
- Support the social, emotional and educational wellbeing of each young person through evidence informed best practice, quality teaching and innovative pedagogical frameworks.
- Encourage each child to reach their full potential in accordance with their individual ability and teach them to strive for their best by creating settings which provide the specific environmental and educational adjustments.
- Support transitions into mainstream educational settings, community engagement, independent living, workforce participation and overall wellbeing prospects for their future.

OUR PARENTS/ CARE GIVERS

We believe:

- ☛ The most important resource for our school to support each student is their parent and/or care giver.
- ☛ Strong partnerships between families and staff are fostered through trust, respect and collaboration.
- ☛ In working closely with parents in a reciprocal relationship.

Therefore we:

- Are committed to open communication with families.
- Strive to have empathy and be responsive to family needs and provide support when required.
- Encourage and support families to be active and contributing members to the school.



OUR STAFF

We believe:

- ☛ In employing staff who are vocationally committed to working for the best interests of children diagnosed with autism and their families.
- ☛ That each staff member brings fundamental, personal qualities to the school environment such as empathy, respect, warmth and a passion for learning.
- ☛ In the importance of creating an environment of collegiality where personal and professional contributions are valued, communication is open and confidentiality is maintained.

Therefore we:

- Provide opportunities for staff to share in decision making and to obtain feedback.
- Provide a safe and comfortable working environment with opportunities to support wellbeing.
- Provide ongoing professional development for staff.



OUR COMMUNITY

We ensure:

- ☛ The effective implementation of our principles.



Therefore we:

- Strive for a welcoming and inclusive environment.
- Work as a collective, toward a shared goal and vision.
- Communicate, collaborate and contribute.
- Celebrate, support, encourage and inspire.
- Foster trust, honesty and transparency.
- Respect and appreciate the perspectives of others.
- Reflect, listen and improve.
- Lead by example every day.



OUR COMMITMENT TO EMBRACING DIVERSITY

The Sycamore School is proudly located on the ancestral lands of the Quandamooka people. We acknowledge the First Australians as the traditional custodians of the continent, whose cultures are among the oldest living cultures in human history. We pay respect to the elders of the community and extend our recognition to their descendants. The Sycamore School embraces culturally and linguistically diverse communities, families and students in our school community.

ENACTMENT OF SCHOOL PHILOSOPHY AND COMMITMENT TO OUR SCHOOL PHILOSOPHY

It is our commitment to our clients, staff, donors and external stakeholders that ensuring all business decisions we make are in line with the vision, principles and beliefs of the school.





DESCRIPTIVE INFORMATION

School Sector: Independent Special School

School Address:	Block F, TAFE Alexandra Hills Campus, 29 Windemere Road, Alexandra Hills QLD 4161
Total Enrolments:	61
Year Levels Offered:	Prep to Year 6, Co-educational
Characteristics of the Student Body:	54 male and 7 female students. We are proud to have an indigenous student at our school.

For more information on The Sycamore School and its policies please contact our Principal on (07) 3117 0966 or email admin@thesycamoreschool.qld.edu.au

OUR IMPACT IN 2017

In 2017, a milestone year, we opened our doors and immediately set about improving the lives of children with autism.

61
STUDENTS

- 61 students across 7 classes supported by 29 educators, therapy and support staff.

- We proudly provided a **staff to student ratio of 1:7.**



- With the support of the community, we raised over **\$77,188**. This result was achieved due to the success of a number of exceptional events, grant applications and fundraising appeals.



- Staff attended more than **57 professional development sessions** throughout the year.



- The school collaborated on three **Independent Schools Queensland (ISQ) projects** including the Strategic Performance and Development Program, Self-Improving Schools (SIS) Project and the Research in Schools Project.



MATTHEW MAKES HIS MARK AT SYCAMORE



"We were concerned when Matthew lost his speech at around 12 – 18 months old. Matthew was subsequently diagnosed with ASD. While my wife Samantha had some emotional struggles early on, we have settled into a routine. This routine is not what we may describe as "normal", however, we don't suffer the routine. We approach the routine with gratitude, love and kindness, and as a result, Matthew is a kind and loving child.

Our family share a very loving, and compassionate bond. Matthew has helped us to realise what is actual reality, and what is the synthetic, artificial story most of us seem to suffer. Matthew is very affectionate and loves to help. He enjoys working on projects alone and with others. Matthew enjoys lego, video games, reading and number games. Intellectually, Matthew is outstanding, with many skills far above that of even mainstream children. We may see Matthew as having a problem with social skills, delayed speech etc. but Matthew does not seem to consider it a problem; therefore, the problem only lies with those who consider it a problem, and not with Matthew.

Matthew's mind seems to operate within the sphere of "his" truth, and is not interested in the artificial world of authority, labels, identification etc. He definitely knows what he wants and has the power to focus until what he wants has been achieved. The most significant super power Matthew has is his absolute lack of any fear. If what Matthew wants to do is dangerous or difficult, he simply considers the options available and continues; with no fear, anxiety or frustration. What a wonderful way to exist.

The peace of mind that The Sycamore School environment provides is unequalled. Matthew was far too smart for special school, and far too unpredictable for mainstream school. I am so happy and grateful for The Sycamore School. It is as much a learning process for the school and its staff, as it is for the students and parents. With a faculty that is evolving with experience, constantly upgraded facilities, regular discourse with parents and community involvement and support, we are confident that the extreme progress that Matthew has made in the last year or so will continue to snowball.

Sycamore has provided an environment in which Matthew has thrived, made friends, and progressed beyond our expectations. I am not aware of any other learning facility that caters so specifically to those who are on the spectrum, with such a mainstream feel.

Matthew is a constantly evolving enigma who, while he may not fit the stereotype we have made for ourselves of what is normal, he is happy and well adjusted. Nobody really knows what autism is, and every case is different. It is still very much a learning process for both parents and educators and will continue to be for a long time to come. Matthew's potential is unlimited, and only enhanced by the outstanding professionalism, care and support provided by Sycamore and its' staff."

Nathan (Father)

PRINCIPAL'S REPORT



The foundation year of The Sycamore School has been characterised by **CELEBRATION**. The very first celebration was seeing the original idea of creating a unique educational experience for children living with autism spectrum disorder (ASD) come to fruition on the 23rd January with forty-four students entering the school gate for the first time. This number grew to sixty-one in August with twenty-nine staff supporting and **CELEBRATING** these amazing and unique students. It has been heartwarming and inspiring to see such an amazing group of young people join our school community for the first time, playing on the playground, engaging in learning, laughing, telling great stories and building lifelong friendships.

The school received full Special School accreditation in the latter part of the year making The Sycamore School the first independent special school in Queensland in thirty years and the only full-time ASD specific primary school in Queensland. Throughout the year we achieved many wins which I am proud to share with you now.

LEARNING THROUGH A SPECTRUM OF PLAY

A collaborative outdoor classroom and playground concept designed by our community.

In early 2017, parents, staff and young people worked collaboratively with our landscape architect (Sharon Bell from Design Instincts Landscapes) to develop the master plan for our outdoor classroom and playground. The plan focused on nurturing the needs of young people living with ASD providing an integral tool for therapy and education support, and a space to find peace by connecting with nature. This specialised playground and outdoor classroom space combines learning and play in tactile and energised areas that include sensory focused play, designed to embrace fun, friendship and celebration.

The playground features a barefoot sensory walk, reflexology path, palm trees, sandpit, tunnel and inground trampoline with more elements to be added in the future.



CELEBRATING OUR TALENTED STAFF

Regardless of the job title, all staff at The Sycamore School are educators. They turn every moment, celebration or challenge, into a teaching opportunity that enhances and nurtures dignity, self-respect, relationships, self-worth and capacity. I feel very privileged to be a part of this community and team, and I thank all staff for all that they do and are.

Given the immense impact our staff have on the wellbeing and development of our students ensuring their satisfaction is very important. At the end of Term 1 and Term 3, surveys were distributed to all staff. Staff were required to provide a rating of 1 star (poor) to 5 stars (excellent) in response to certain statements. Pleasingly the average of staff responses resulted in an outstanding 4.74 stars. An incredible outcome for a school, still in its formative stages. Here is a snapshot of the survey results.

STATEMENT	RATING
I am proud to tell people that I work at The Sycamore School	4.98 Stars
I enjoy working at The Sycamore School	4.88 Stars
Students are encouraged to do their best at The Sycamore School	4.80 Stars
The Sycamore School has appropriate and effective processes, strategies and systems to manage and support the school, its staff, young people and community	4.69 Stars

STAFF COMMENTS FROM THE END OF TERM ONE SURVEY

"I love my job and working with such an amazing, energetic and creative team! It is such an honour."

"So grateful to be working in such a supportive and caring environment! I am the happiest and proudest I have ever felt, in all my working career."

"I love working in a warm, supportive environment where all staff support each other. I feel I have the freedom to express my opinion without being judged, and that each person is allowed to have a voice."



STAFF WELLBEING

At The Sycamore School, the wellbeing of our staff is paramount to ensuring the best outcomes for our students. Throughout the year we undertook a number of initiatives to ensure staff felt supported, recognised and most importantly valued. This included welcome packs for new staff, end of term gifts and a special celebration on World Teachers' Day.



THANK YOU AND FAREWELL

It is with a heavy heart that I now move on from my role as Principal of The Sycamore School. My sense of grief over leaving the Sycamore community has been eased in the knowing that Elissa, the staff and the School Board are committed and invested in the stability of the school.

It has been a privilege to be a part of your lives and celebrate and walk with you on this journey of the foundation of such an amazing place of celebration. I will take with me so many beautiful memories and experiences, ones that have had a profound effect on my growth as a person and as a professional. I will sorely miss this beautiful community. My door will always be open to The Sycamore School community.

Nigal De Maria,

Principal



STAFFING INFORMATION

Staffing Composition

	Teaching staff	Non-teaching staff
Full-Time	2	3
Term-Time	7	9
Part-Time	1	3
Casual	8*	5
Indigenous	0	0

*Note – some Casual Teacher's also worked as Casual (Non-Teaching) Education Support Officers.

Highest Qualifications of All Staff

Qualification	Teaching staff	Non-teaching staff
Doctorate or higher	0	0
Masters	4	1
Graduate Certificate	6	4
Bachelor Degree	11	4
Diploma	0	5
Certificate	0	4



STAFF PARTICIPATION IN PROFESSIONAL DEVELOPMENT

All permanent employees participated in one or more Professional Development activities throughout the year 2017.

EXPENDITURE ON PROFESSIONAL DEVELOPMENT

Total number of Teaching Staff	Total Expenditure on Teaching Staff PD	Average Expenditure on PD per Teaching Staff Member
13	\$2,150	\$165
The proportion of the teaching staff involved in professional development activities during 2017		100%

Total number of Non-Teaching Staff	Total Expenditure on Non-Teaching Staff PD	Average Expenditure on PD per Non-Teaching Staff Member
16	\$12,492	\$ 780.75
The proportion of the non-teaching staff involved in professional development activities during 2017		100%

FURTHER COMMENTARY ON OUR PROFESSIONAL DEVELOPMENT INVESTMENT IN 2017

Throughout 2017 staff participated in a large variety of professional development (PD) activities. Due to the school being in its foundation year, most of the PD provided to school staff revolved around the platforms and foundations that guide our practice. It was imperative the team were all given opportunities to develop a consistent approach to teaching within an autism specific learning environment, as well as continue to build capacity throughout the foundation year. Deputy Principal, Elissa Brinckman, facilitated and/or co-ordinated the internal PD in a methodical way aligning the values and principles of The Sycamore School and its curriculum.

In 2017 The Sycamore School was also approached by external providers who offered to host PD sessions at the school free of charge, through donation or via grants.

Additionally, the school participated in three projects with Independent Schools Queensland (ISQ). The Strategic Performance and Development Program, Self-Improving Schools (SIS) Project and the Research in Schools Project were all undertaken by the Principal and/or Deputy Principal throughout 2017. The Deputy Principal and Principal worked together with the facilitators of the SIS Project and Research in Schools Project and the Deputy Principal worked with the facilitator of The Strategic Performance and Development Program developing teacher performance, development frameworks and professional support plans. All three ISQ projects had a significant focus on building a collaborative professional learning environment, strategic direction and building the foundations of the school.

External PD opportunities were also consistently promoted via email, discussion and on the PD notice board in the staff room. Staff were consistently encouraged to make applications to attend PD or sign up to online workshops.

The major professional development initiatives were as follows:

- Foundation and team building initiatives
- Development of platforms that guide our practice at The Sycamore School, including but not limited to, Positive Behaviour Support (PBS), Structured Teaching, Zones of Regulation, Communication and The Sycamore School Curriculum
- Team Teach Training to support PBS practice
- Development of Stages of Support Plans and Restorative Practice (ie. reconnections/PBS)
- Development of processes and policies within The Sycamore School
- Development of Personal Learning Plans, Celebration of Achievement Folios
- Development of baseline assessments, tracking and data collection tools
- Collaborative Education Team (CET) show and share opportunities
- Development of Professional Support Plans
- Mentoring of new graduates
- Collaborative sharing opportunities

STAFF ATTENDANCE

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
29	5,112	347	93.2 %
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 89.5% in 2017.			
For permanent and temporary non-teaching staff attendance rate was 92% in 2017.			

STAFF RETENTION

*At the end of 2016 there were only 3 staff members. The majority of staff were employed from January 2017.

Teaching Staff

Number of permanent Teaching Staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
2*	2	100%
From the end of 2016 100 % of staff were retained for the entire 2017 school year*.		

Non-Teaching Staff

Number of permanent Non-Teaching Staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
1*	1	100%
From the end of 2016 100 % of staff were retained for the entire 2017 school year*.		



STAFF RETENTION

From the start of 2017 to the end of 2017

Teaching Staff

Number of permanent Teaching Staff at start of 2017	Number of these staff retained at the end of 2017	% retention rate
8	6	75%
From the start of 2017 75% of staff were retained for the entire 2017 school year.		

Non-Teaching Staff

Number of permanent Non-Teaching Staff at start of 2017	Number of these staff retained at the end of 2017	% retention rate
12	12	100%
From the start of 2017 100% of staff were retained for the entire 2017 school year.		

DEPUTY PRINCIPAL'S REPORT



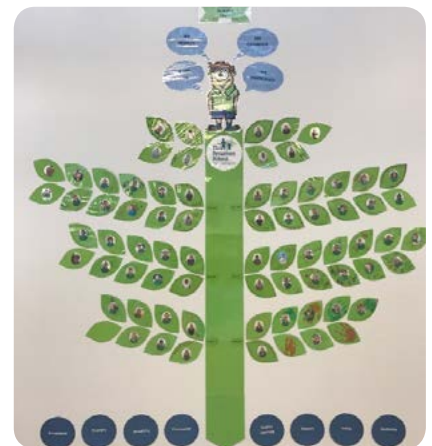
It has been a wonderful foundation year here at The Sycamore School. We are blessed to have such an amazing community and I am so grateful for the hard work and extra mile that each and every staff member goes every day. I would like to thank you all for what has been a year full of firsts, connections, community, learning and of course, celebration!

TEACHING, LEARNING AND CURRICULUM

Here at The Sycamore School programming is focused on the young person and what makes them unique, as we believe that this will allow for learning opportunities to be recognised and implemented to their fullest extent. We believe in the promise and potential of each child and this is our motivation.

The platforms that have guided our practice in our foundation year are:

- Structured Teaching
- The Zones of Regulation
- Positive Behaviour Support
- School Wide Character Values
- Regular Communication



The Sycamore School curriculum comprises of three key components:

- Respect The Spectrum (RTS)
- Australian Curriculum Learning Areas
- Australian Curriculum General Capabilities

The core component of our curriculum is what is referred to as **‘Respect The Spectrum’** or RTS. This is usually what is often termed as the ‘hidden curriculum’. ‘Respect The Spectrum’ involves explicit teaching, as well as the incidental teaching of a range of skills across the areas that are typical characteristics and indicators of ASD: being communication skills, social interaction, adaptive behaviours, sensory processing and information processing skills. Without this explicit teaching and specialist support, independence and access to the Australian Curriculum is often challenging for our young people.



All teachers at The Sycamore School design their classroom program to align with Learning Areas, General Capabilities and most importantly, the characteristics related to the Respect The Spectrum components. We base our content around the National Curriculum, keeping learning relevant, and in line with typically developing peers in Australian schools.

The following are the subjects that young people have engaged in whilst at The Sycamore School in 2017: **Literacy, Numeracy, Zones of Regulation, Connections** (Friendship and Social Skills, Autism Awareness etc.), **Wellbeing, STEM and Genius Time, The Arts** (Music, Dance, Drama), **Humanities and Social Sciences, Chill Out** (relaxation/self-regulation), **Superpowers** (reward time) and **Superhero Assembly**.



PERSONAL LEARNING PLAN

Each child has an individualised Personal Learning Plan (PLP) designed in conjunction with teachers, education support officers, allied health staff and parents. The PLPs outline agreed goals and embody the appropriate learning mode and type for each child, harnessing evidence-based autism specific educational methods. The PLPs are established and reviewed each semester and are a working document that can be modified at any time. The PLPs also encompass the profile of each young person, with their strengths and interests being a focal point.

CELEBRATION OF ACHIEVEMENT FOLIOS

The Celebration of Achievement Folios (CAFs) account for and reflect the achievements each student has made within the ACARA Learning Areas, General Capabilities, Respect The Spectrum program and their individual PLP Goals. Highlights for the semester are shared for each young person which can include; 'making friends', 'playing with my friends' and 'superpower time' being amongst the favourite memories across the school. We have witnessed many great achievements throughout the year and are very proud of our young people.



COLLABORATIVE EDUCATION TEAMS (CET) AND THE SYCAMORE STAFF

A Collaborative Education Team is a group of individuals who share common beliefs and work towards common educational goals for the young people in their class and/or who they are working with. CET members spend time discussing what they hope to accomplish as a team and set team and individual goals for reaching that vision. In 2017, we introduced these teams to ensure our students were receiving the best education and therapy available.

MEET SID - SCHOOL CHARACTER VALUES

Meet SID The Sycamore Kid! SID's name is an acronym for 'Slow It Down' and teaches our young people and the staff to slow down, check in and remember the character values of The Sycamore School. The staff and students at The Sycamore School are encouraged to model the character values of Respect, Safety, Participation and Celebration. These values are displayed in all of The Sycamore School classrooms and around the school. Character Value Superhero Awards are presented to students during Superhero Assemblies each week.



SUPERHERO ASSEMBLIES

Each week, our students gather to share their class' news with the school, family, friends and people who are on school tours. During the Superhero Assemblies, one young person from each class is awarded a Superhero Award which are given in alignment to the School Values of Respect, Safety, Participation and Celebration. The young people who receive the award are also offered to wear a Sycamore Superhero Cape for the week, or a badge.

2018 AND BEYOND

As I reflect on The Sycamore School's Foundation Year, I would like to acknowledge each and every young person, parent and staff member for their part in making 2017 such a success. I am constantly amazed by our incredible little community of learners. The young people are building so many incredible skills and I am so proud of each and every one of them. Not a day goes by that we do not see progress, perseverance and persistence from our students. Even during the trickier times, strategies and skills are constantly being developed to help build independence, resilience and self-esteem. They are our Superheroes.

I look forward to an equally wonderful 2018.

Elissa Brinckman,
Deputy Principal



PARENT AND STUDENT SATISFACTION

“Families are the compass that guides us. They are the inspiration to reach great heights, and our comfort when we occasionally falter.”

Brad Henry

Throughout 2017, our team undertook two surveys to ensure the needs of our school community were being met. Families were asked to rank our school using a star rating with one being poor and five being excellent. We are very pleased to share that The Sycamore School ranked at least four stars on all criteria with an average of 4.5 stars.

Statement	Rating
The staff at The Sycamore School care about my child	4.93 STARS
My child likes being at The Sycamore School	4.66 STARS
My child feels safe at The Sycamore School	4.58 STARS
My child is getting a good education at The Sycamore School	4.26 STARS

PARENT COMMENTS FROM THE END OF TERM ONE SURVEY

“We are so grateful to The Sycamore School. Our son is now as happy at school as he is at home. Something we haven’t seen before. Every child deserves this level of education.”

“Our son is exceeding my expectations with his learning and how much fun he is having. So please continue doing what you are doing as it is working.”

“The Sycamore School has been life changing for our son and family and I thank the entire school community for their efforts in giving him back his dignity, self-esteem and respect for self. His self-confidence, motivation, love of learning and friendships have blossomed and grown in Term 1 and I couldn’t be more proud or happy or finally at peace to know I have found the right learning environment for him.”

“Our little boy is flourishing and learning so much in a supportive, understanding environment. It is immense peace of mind knowing that he is not only being taught the age appropriate curriculum in such an incredibly engaging way, but also that that his Education team is providing him with critical life skills and teaching him to self-regulate, which is evident in his behaviour.”



KEY STUDENT OUTCOMES

Average student attendance rate (%) for the whole school:

Number of possible attendance days	Total number of students	Total number of days absent	Total number of days in Attendance	The average attendance rate for the whole school as a percentage
9,825	61	789	9,106	93%

Average student attendance rate for each year level:

	Number of possible attendance days for year level (Total Enrolment Days)	Total number of students in year level	Total number of days absent by students in year level	Total Attendance Days for students in year level	Average attendance rate for each year level as a % in 2017
Prep	1,593	9	87	1,506	95%
Year 1	1,588	10	102	1,486	94%
Year 2	1,035	6	113	992	89%
Year 3	1,845	13	170.5	1,674.5	91%
Year 4	1,634	10	96.5	1,537.5	94%
Year 5	1,146	7	143	1,003	88%
Year 6	984	6	77	907	92%

*Our 2017 school term planner reflected that there were 180 school days last year. On the 30th of March 2017, the Queensland Department of Education and Training advised the school to close unexpectedly due to extreme weather. We have not included this day as a school day, therefore our attendance figures are based on 179 school days.

Non-Attendance at The Sycamore School

- In 2017 The Sycamore School had a number of young people enrolled who had previously experienced school refusal in their prior educational settings. The Sycamore School worked with these families to ensure each child was supported to attend school daily. When attendance was lacking, the Collaborative Education Team (CET) and/or Leadership Team and Social Worker would meet with the parents and young person and 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 via SMS so the school can follow up and support the families and young person where necessary.
- If a student is absent because of an incident which occurred on the previous day the CET and/or Leadership Team and Social Worker work through a re-connection process. The re-connection process is in place to ensure the young person is able to return to school and re-connect with those involved as soon as possible.



OUR 2017 HIGHLIGHTS



BRING A PLATE AND CELEBRATE DAY

In January, we officially welcomed our Sycamore families, at Bring a Plate and Celebrate Day. It was a wonderful opportunity for our families to meet and get to know the students in their class.

AWESOME SYCAMORE SUPER MUMS

In May, we held a special Mother's Day morning tea to celebrate our amazing Sycamore mums. Students took turns serving treats to their loved ones and a great time was had by all who attended.



SUPERMEN OF THE SYCAMORE SCHOOL BBQ BREAKFAST

In honour of Father's Day we held a special breakfast for the men of our school. Thank you to all of our Super Dads who came along to this special event. It was lovely to see the strong connection you each have with your children.



SEEDS OF SYCAMORE – HELPING GROW THE SYCAMORE SCHOOL

The Seeds of Sycamore are a group of motivated individuals who came together to support The Sycamore School, through fundraising, advocacy and the provision of networking support for families. We would like to acknowledge the Seeds of Sycamore team not only for your fundraising efforts raising almost \$5,000 in 2017 but also for the great support provided to new and existing families.

B.O.S.S. (BLOKES OF SYCAMORE SCHOOL)

The Blokes of Sycamore School was established to ensure much needed building work was completed to improve our facilities. We would like to acknowledge the B.O.S.S. group for their hard work painting the Super Sensory Gym and for doing other odd jobs throughout the year.

G.O.S.S (GIRLS OF SYCAMORE SCHOOL)

G.O.S.S was established to provide the women of The Sycamore School a chance to gather, connect and build lasting friendships.



STUDENT LEADERSHIP TEAM

In 2017, the Year 6s proudly received their Student Leadership Team badges. Our Student Leaders met with the Sycamore leadership team to determine their roles and responsibilities. What a great Student Leadership Team we have had at the helm of the school.

IN THE COMMUNITY

With great thanks to one of our supporters, The Little Kings Movement, we were donated a bus that enabled many of our classes to access the community and begin to venture out on excursions in the local community and beyond. Excursions and incursions undertaken in 2017 included:

- Prep/1A- Dinosaur Incursion at school
- Year 1/2- Capalaba Park visit
- Year 3/4- The class took the school bus into South Bank to visit the Marvel Exhibition at GOMA.
- Year 4/5 – The class regularly visited the local supermarket in preparation for their weekly cooking sessions.
- Year 5/6 – Maritime Museum and Science Center visit



MORE FIRSTS FOR YOUNG PEOPLE AT THE SYCAMORE SCHOOL

2017 saw many 'firsts' for the Sycamore Community. From first birthday parties, first playdates with new friends to first haircuts.

BRISBANE LIONS FOOTY FRENZY

In Term 4, the Brisbane Lions Footy Frenzy crew came to run an AFL program at The Sycamore School. It gave the teaching team a nice opportunity to pair classes of different age ranges and run buddy programs during the sessions. Our students greatly enjoyed the sessions with more than a few students showing potential to one day be budding Brisbane Lions players.

DR TONY ATTWOOD VISIT

In Term 4 we had a visit from Dr Tony Attwood, a leader in the field of autism who was extremely impressed by his tour of The Sycamore School. We put that down to our wonderful team and supportive community; thanks to you all!



PROFESSIONAL LEARNING EXPERIENCES

In 2017, The Sycamore School commenced offering Professional Learning Experiences (PLE) to external professionals. Each Professional Learning Experience included the chance to visit, observe and consult with the school leadership team. We look forward to growing this program in 2018.

THE SYCAMORE RAP

In 2017, we created our very own school song. We send our sincere appreciation to the Syc DJs for helping perform the song affectionately named The Sycamore Rap, which highlights our values of Respect, Safety, Participation and Celebration.



END OF YEAR CHEER CELEBRATION

Our End of Year Cheer event was a fantastic way to close out our Foundation Year. To see the presentations at our special assemblies was incredible and to give each young person a certificate of celebration, an honour. The post assembly festivities saw many of our young people sit with Santa for their very first Santa photo; an amazing milestone for so many.

We bid fond farewell to our Year 6s who graduated primary school, celebrating their milestone with a graduation dinner and of course a presentation at the final assembly for 2017. We wish them all the best for Year 7 and the future.



ALLIED HEALTH AND WELLBEING REPORT



At Sycamore we employ a speech therapist and occupational therapist who work with teaching staff and families to design Personal Learning Plans for each student. All students have access to group therapy sessions during school time, encouraging social learning and practicing language, speech and other skills in a social context, as well as including components of the curriculum.

Each week, our therapists spend time in the classroom running group therapy sessions using small group activities. The small groups allow for more intensive adult support during the set tasks.

Goals in these sessions have ranged from:

- Literacy development
- Listening and following directions
- Fine motor skills such as pencil grip and cutting
- Asking for help
- Working in small groups and with others
- Mindfulness

MUSIC THERAPY

In Term 2, we were very privileged to have Music Therapist Rebecca Eager from Neurologic Music Therapy Services work with a number of our classes. Rebecca delivered sessions in our Early Years classes and in Year 3.

PARENT WORKSHOPS

Making Mornings Easier with Mandy

Families who attended these great workshops learnt strategies and tips for creating a positive routine resulting in much smoother mornings in their household. Participants were provided with an interactive and visual chart to use with their child.



Explosive Child Workshops

Run over two weeks, these workshops aimed to help families who were feeling challenged by their child's explosions. This included learning techniques to manage behaviours like hitting, kicking, swearing, screaming, and biting. Families were taught Collaborative Problem-Solving strategies to support their children who were not choosing to be explosive, but were lacking the skills to be flexible and tolerate frustration.

Zones of Regulation Information Session

This session was run by our therapists to provide an in depth understanding to our families of the Zones of Regulation and how they can be applied in the home environment.

End of Foundation Year Reflective Workshop

This workshop provided an opportunity for families and friends of Sycamore to reflect on our foundation year and give direction, input and influence for 2018.





CELEBRATING INDIVIDUALITY

Sam was in her mid-30's with two sets of twins under three years of age when she first noticed, what she would later come to understand as the early signs of autism.

"Having had little experience with children, I was never sure if I was doing things the right way, if they were meant to cry so much, or if their quirks were something more. By the time Dashiell and Riley began Prep, it was obvious to anyone (outside our family ties) that there were significant developmental issues, and they finally received a diagnosis of Autism Spectrum Disorder. I was embarrassed that despite having studied Behavioural Science at University, autism had not been on my radar. I had the stereotypical notion that people with autism were non-verbal and have low cognitive functioning, as in the clichéd Rainman movie."

In time, Sam's other children, twins River and Zoe, also received an ASD diagnoses with Zoe having a genetic disorder called Noonan-Neurofibromatosis Type 1.

"Securing a diagnosis for Zoe was the most difficult, as girls present and are viewed very differently to boys due to their exceptional ability to mimic social interactions and behaviours, and a misconception that predominately boys are affected. We began a grueling schedule of therapies including occupational therapy, speech therapy, physiotherapy and psychology until their government funding expired at age seven. This period was incredibly challenging as I was vastly outnumbered, the children had unique and challenging behaviours (including escape and fleeing), and relatives/friends quietly vanished never to be seen again as they found the children too difficult."

For Sam, having her children enrolled at a mainstream school was a daily battle.

"I lost track of the number of times it was suggested I do a parenting course, or 'try medication', or 'teach them to stop that behaviour'. The smallest requests for modifications, such as visuals, quiet places, rest and movement breaks were always dismissed as too difficult. There was a constant feeling of helplessness after chasing all avenues to get them an adequate, and safe education."

One of the things Sam is most proud of is that despite each of her children having a twin, they are all vastly different, both in abilities and personality. The Sycamore School's focus on treating each student as an individual, and catering to their unique strengths has been a defining measure of the school's success for the Hilton Family.

"Having attended a range of academic settings, I firmly believe a mainstream style setting is not tolerable or successful for many children with autism. At Sycamore we have had no bullying, no judgement, truly experienced staff, great teacher to student ratios, completely individually tailored curriculum and class environments – giving my children a chance to thrive. I would also argue that no other school in Queensland has such dedicated, experienced and caring staff for children with autism. When attending the school, you feel like you're in a genuine collaborative relationship with your child's teachers."

I asked each of my children what they liked most about Sycamore:

Zoe: I love Kirsty and Steve and Mic and Elissa and playing with my friends.

River: I like playing with my friends and doing math.

Riley: I love Wellbeing! I also like having a leadership role.

Dashiell: I like building things and doing coding. I can rest if I need to. And there's no bullying!

For Sam and her children, the transition to The Sycamore School has been life changing.

"I don't think I can adequately express how fantastic The Sycamore School has been for our whole family. After 5 years of extremely challenging mainstream schooling, it was a revelation to be able to take my kids to school and walk away without judgement, fear, injury or anticipation of a 'phone call'. I have no battle getting the children ready and transported to school as they love attending. They have progressed academically in leaps and bounds, and their social skills and self-confidence is at an all-time high. Having an environment which caters for each child's academic, sensory and social needs has removed so much stress from our daily life, and meltdowns are now infrequent and manageable. Students exhibiting challenging behaviours are always treated with care and dignity, and no issue is too big or too much of a problem for staff."

Unfortunately, the Sycamore journey for Riley and Dashiell will end this year as they transition to high school – of which there are not many options.

"Our families greatest wish is that Sycamore can one day accommodate student's past year six into high school. Local awareness of the school, and ASD, has steadily grown since it's opening, and we are always looking for opportunities to spread the word about the incredible Sycamore School."

Sam (Mother)



CLASSROOM SNAPSHOTS

PREP and 1A



PREP and 1B



YEAR 1 and 2



YEAR 3



YEAR 3 and 4



YEAR 4 and 5



YEAR 5 and 6



FUNDRAISING

**A very big thank you to all of our fundraisers and supporters in 2017.
We don't know what we'd do without you!**



WELLINGTON POINT CHARITY EVENT

What an incredible community we have! Thanks to the generosity of the hundreds of people who turned up on the day, we were able to raise almost \$10,000! We couldn't be happier that we have this support to continue providing the environment we've created for our young people at Sycamore!

A big thank you to our volunteers, BOQ Alexandra Hills and Paul Branagan at First National, and The Hogan Family for hosting the event.



QUOTA CARINDALE TRIVIA NIGHT

Thank you to our friends at Quota Carindale who raised \$1900 at their trivia event. Funds raised were put towards purchasing air conditioning units for our classrooms.



MERLO COFFEE BECAME SUPERHEROES FOR A DAY FOR KIDS WITH AUTISM

In April, Merlo Coffee donated \$1 from every coffee sold to The Sycamore School. Merlo also gave away 2 x \$250 gift cards to their 'best dressed' customers. An incredible \$10,451 was raised. Thank you to the Merlo team for taking a leadership role in supporting the students of The Sycamore School. You are our superheroes!





FUNDRAISING SAILABILITY AND AUTISM

Our heartfelt thanks go to the organiser of this event, local business owner Jose Toussaint, from the retail community store Creative Treasures at Wynnum Market. Growing up in an environment with disability and mental illness, Jose understands how important it is to keep charities going that support disability and learning difficulties. Thank you, Jose, for organising this event which raised \$984.52!



REDLAND CITY SHARK-TANK 2017

Congratulations to Sharon Bell from Design Instincts Landscapes and Sycamore parent Nicole Smith!

Sharon and Nicole pitched the new playground concept to the community at the Redland City Shark-Tank 2017. The sharks voted and The Sycamore School won! Thank you and well-done team! With the funds raised from this event we were able to complete Stage 1 of our 'Learning through a Spectrum of Play' design.



ALEXANDRA HILLS AND CAPALABA COMMUNITY EVENT (ACCE)

Organised by local community members Romana, Emma and Carla who run the Alex Hills and Capalaba Community Watch Facebook Page.

Our Year 5/6 class would like to say a big THANK YOU to everyone who played a part in the Alexandra Hills and Capalaba Community Event (ACCE). The event raised \$2,935 towards the installation of a new air conditioning unit in the Year 5/6 classroom!



ANNUAL CHRISTMAS RAFFLE

Thank you to all who purchased a ticket or donated prizes to our annual raffle. We raised an impressive \$3,756!

ADVOCACY

The Sycamore School's community of supporters has grown substantially, with approximately 3,600 families following the organisations progress through social media, community engagement and fundraising events. Much work has been undertaken in establishing relationships with key autism service providers in Queensland, and other stakeholders.

AUTISM IS OUR SUPERPOWER DAY

The Sycamore School celebrated Autism Awareness Day on Friday 21st April with AUTISM IS OUR SUPERPOWER DAY! On the day everyone (staff included!) dressed as their favourite Superhero or in something that they love or that expressed their special superpower. It was also the perfect opportunity for us to plant our garden to commemorate our foundation year.



GOVERNANCE



The Sycamore School is operated by ASD Learning, a Not-for-profit Company Limited by Guarantee, a Public Benevolent Institution, and registered Charity with the ACNC.

BOARD OF DIRECTORS



Robert Hannaford – Chair

Robert Hannaford is the Director of RGH Consultants, Hannaford Constructions and Disability Accommodation Australia. Robert is a member of a number of state government advisory groups and councils focused on accommodation for people with disabilities and holds many other advisory and key positions in significant organisations. Robert is exceptionally skilled in the brokerage of partnerships between the private, NGO and government sectors, providing tangible and measurable social and economic outcomes.



Jodi Schmidt – Board Member (Incoming Chair 2018)

Jodi is an experienced CEO and Board Director with a track record of successful business transformation, and significantly enhancing shareholder value. Jodi brings strengths in governance, business development and strategy, leadership, stakeholder management, and financial management.

Jodi has held various senior executive positions in both Australia and the United Kingdom in education, health, local government and in the private sector and holds qualifications in Marketing, Accounting and Market Research.



Cameron Corrie – Deputy Chair

Cameron is the father of a child with autism and is Co-founder of the organisation. Cameron has nearly 20 years experience working in an international ITC organisation as a Systems Engineer. He has a keen interest in the use of technology to assist learning for students with autism and supporting young people on the spectrum in working towards a career in ITC.





Paul Habib – Treasurer

Paul is the grandfather of a child with autism and has over 40 years experience in finance, lending and property development. Paul's experience has been instrumental in investigating and securing potential sites and seeking Social Impact Investment to open The Sycamore School. Paul's experience has also been valuable in establishing relationships with key individuals.



Dr. Douglas Hunt – Secretary

Dr. Hunt is a father to two children with autism, and a member of the Regional Development Australia Committee. He holds a PhD in Economics, and has expertise in mine closure, cost-benefit analysis, desk top research, field research, stakeholder engagement, policy development, strategic development, project management, strategic planning and developing positive business relationships. Dr Hunt is also a registered teacher and has experience teaching students with autism.



David Gardner – Board Member

David holds a Federal Government appointment as a member of the Regional Development Australia Logan and Redlands Committee and is currently on the Boards of Logan Tourism Association Limited, and PCYC Logan City. He has previously served on the Board of John Paul College Ltd and as the corporate advisor to the Board of the Logan Country Community Bank. In 2016 he was employed by the Australian Bureau of statistics to the Logan District Manager for the 2016 Census of Population and Housing. David is also State President of an Olympic sporting organisation.



Mark Pearce – Board Member

Mark is a Senior Executive with leadership, sales, strategy and communication expertise. He holds a number of corporate and not-for-profit Board positions and has experience in Board structuring and governance. Mark currently works as the Director of Corporate Partnerships at the National Congress of Australia's First Peoples.

AKNOWLEDGMENTS



We take this opportunity to thank the generous individuals and organisations who have supported The Sycamore School this year financially, with gifts in kind and as volunteers. We sincerely thank you for helping children with autism.

*Donors and supporters are listed in alphabetical order.

Accenture Australia
Alexandra Hills State High School
All About Fruit
Australian Impact Investments
Autism Centre of Excellence
Baby Gear and Hammocks
Bank of Queensland- Birkdale Branch
Bank of Queensland- Alexandra Hills
Bayside Camper Trailer Hire and Sales
BEKO
Black Rock Surfwear at Victoria Point
Body Socks
Bunnings Capalaba
Chloe Aldred
Daoud Foundation
Department of Education, Queensland
Dippin' Dots- Ray and Joan Eyres
Don Brown MP
EquusTerra – Therapeutic Horse Riding
Everyone Deserves Music
Felicity's Wish Foundation
Ferrari Brisbane
First National Real Estate
Foresters Community Finance
Gabusn Pty Ltd
Georgiou Michele Concept Salon
Griffith University

Hail.com – Automotive Hail Repairs
Hair and Body at the Point
Hilliard's State School
Hodgie
Hogans Hotel- The Hogan Family
Independent Schools Qld
iSeekGolf
Jacqui Rickes
Jeff Horn
Joe Allen
Katie Harris
The Office of Lennox Lewis
Little Kings Movement
M1 Safety Certificates
Mark Pearce
Mark Robinson MP
Mary McKillop Catholic School
Mellow Moods
Merlo Coffee
Michelle Worthington
Microsoft
Non-State Schools Accreditation Board
Norwell Motorplex & Exotic Track Days
Officeworks Capalaba
Ormiston College
Paul Branagan at First National
Pix & Wordz Advertising
QELi
Red Frog – Boardriders
Redland Foundation- Ian McDougall memorial Grants Program
Rose Rainbow
Ryan Berhague
Ryan Harding, Dealer Principal at Cricks Mt Gravatt
Shayne Morandini

Skola
Stampin Up
St Anthony's Catholic Primary School
St Mary MacKillop Primary School, Birkdale
Sulli on Main
Suncorp Bank
Suncorp Metway
TAFE Queensland
The Courier Mail Children's Fund
The Good Guys
Tullamore Tree
UEM Group
University of Queensland
Willis Tower Watson
Wilsons Excavator Hire
World Gym Southside
1800 Approved Finance Solutions
2 nd Street Web Design

The Sycamore School would also like to thank and acknowledge:

- All who donated via **Givit** and our **Go Fund Me** campaign.
- Families and friends of our young people attending The Sycamore School.
- Families and friends of staff.
- Community members.

A group of five people are posing in a kitchen. From left to right: a man in a Superman t-shirt and glasses; a man in a Flash costume; a man in a Batman costume; a woman in a Superman costume; and a woman in a Wonder Woman costume. They are all smiling and looking at the camera. The background shows kitchen shelves with various items.

VOLUNTEER YOUR TIME, OR SUPPORT AN EVENT

Host a Superhero Day for kids with Autism



Family, friends, co-workers....
everyone likes being a Superhero

Show us how SUPER you are!
Share your photo to Facebook and Instagram and
use our hashtags **#autismisoursuperpowerday**
#superheroesforsycamoreschool

Support people on the autism spectrum,
by raising awareness and continuing
to support The Sycamore School!

Make a Donation

Your donation will help us to deliver specialised education, therapy and support for children with ASD and their families.

The Sycamore School is incredibly grateful to the many individuals, families, communities and organisations across Queensland who generously support our work. You can make a donation via the different options below.

- One-off donation.
- Monthly giving.
- Bequests.

All financial donations over \$2 are tax deductible.

Become a Corporate Partner

Your support through a corporate partnership or sponsorship will help the lives of those living with ASD and provide your business or company with valuable opportunities to enhance your profile. Whether your business is small or large, corporate partnerships with The Sycamore School are exclusively designed to be mutually beneficial. There are many great ways your company can partner with The Sycamore School.

Sponsorship of appeals or events

By sponsoring an appeal or event your organisation can benefit from extensive media coverage and brand alignment with a valuable and important cause.

Getting your employees involved

As a partner of The Sycamore School, your employees will have numerous opportunities to become involved and make a real difference to the lives of children with ASD. Programs for employees such as Workplace Giving and Corporate Volunteering can provide your staff with an emotionally rewarding experience and help increase company loyalty and morale.

Sponsorship of The Sycamore School's Programs

By sponsoring one of our programs you can directly align your company with a cause that supports your company values.

The Sycamore Support Tree

The Sycamore Support tree was an idea founded by Seeds of Sycamore and brought to life by the creative staff and students of Ormiston College!

Each leaf represents a wish or an item that is needed to support learning in our classrooms. If you are interested in providing additional support to our school, please choose a leaf, purchase the items identified and drop your support gift off to reception!



For more information on supporting The Sycamore School please contact us on:
Phone: (07) 3117 0966
Email: admin@thesycamoreschool.qld.edu.au



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Autism-Friendly Learning

