



2021 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 ACHIEVEMENTS

- Anzac Day Service and March
- First Year 10 Graduating Class
- Year 9 Metro Arts
- Vocational Education and Training Program

OUR CURRICULUM STRENGTHS

- Personal Learning Plans – these embody the appropriate learning mode and type for each student profiling their strengths, interests, characteristics and positive behaviour support strategies.
- Respect The Spectrum
 - Communication
 - Social Interaction
 - Adaptive Behaviours
 - Sensory Processing
 - Information Processing

OUR SPECIALIST PROGRAMS

- Connections (Friendship & Social Skills, Autism Awareness)
- Metro Arts
- Reward Tokens
- Superpowers
- The Arts (Visual Arts, Music, Dance, Drama, Media Arts)
- The Sycamore Literacy Program
- Traction
- True Relationships
- Wellbeing
- Work experience (vocational placements) – Year 10
- Zones of Regulation

OUR STUDENT WELFARE

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

- Behaviour Specialist
- Behaviour Support Officer
- Eve our Therapy Dog
- Floating Education Support Officers (our Angels)
- Learning Enrichment Teacher
- Social Worker
- Speech Therapist

OUR STUDENTS

Student enrolments by year level

	2021	2020
Prep	6	6
Year 1	7	7
Year 2	7	7
Year 3	6	10
Year 4	9	10
Year 5	9	10
Year 6	10	9
Year 7	9	8
Year 8	7	9
Year 9	8	9
Year 10	7	-
Total	85	85

Notes

1. Student count based on Non-Government School Census data
2. 2021 was the first year The Sycamore School had a Year 10 cohort.

How our students describe their gender

	2021	2020
Male	71	76
Female	13	9
Non-Binary	< 5	-

Notes

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

Overall attendance

	2021	2020
Total attendance %	86.3%	81.5%

Notes

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

OUR STUDENTS – continued

Student attendance rates by year level

	2021	2020
Prep	87.2%	93.2%
Year 1	92.9%	84.7%
Year 2	87.2%	77.8%
Year 3	88.1%	84.1%
Year 4	88.8%	88.0%
Year 5	91.1%	81.8%
Year 6	86.3%	79.4%
Year 7	86.9%	81.1%
Year 8	85.8%	73.0%
Year 9	78.6%	71.6%
Year 10	76.9%	-

Notes

1. The student attendance rate is based on Student Attendance (STATS) Term 3
2. 2021 was the first year The Sycamore School had a Year 10 cohort.

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, Behaviour Support Officer, 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.

OUR STUDENTS – continued

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	
	2021	2020	2021	2020
FTE	16.2	13.6	21.7	20.9
Headcount	18	15	24	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 Teachers		Specialist Teachers	
	2021	2020	2021	2020
FTE	11	10	5.2	3.6
Headcount	11	10	7	5

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

	2021	2020
Graduate/Provisional	<5	<5
Proficient/Full	15	11
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	
	2021	2020	2021	2020
Doctorate or higher	-	-	<5	<5
Masters	<5	<5	-	<5
Postgraduate Certificate/Diploma	5	5	<5	<5
Bachelor Degree	10	8	5	<5
Diploma	-	-	7	6
Certificate	-	-	6	7

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	
	2021	2020	2021	2020
Average Attendance	94.5%	92.8%	93.5%	92.7%
Retention Rate	100%	93.3%	90.9%	95.0%

Notes

1. Average staff attendance is based on absences of 5 days or less
2. Retention rate is the proportion of permanent staff retained at the start of the school from the end of the previous school year
3. Teaching staff includes school leaders

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	<5	-
Autism Specific	<5	-
Educational Leadership	<5	17
Information, Communication and Technology	<5	<5
Other Professional Development	<5	<5
Positive Behaviour Support	147	100
Student Health and Wellbeing	21	5
Workplace Health and Safety	75	51
Total	254	175

Notes

1. Teaching staff includes school leaders

OUR PEOPLE – continued

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

- CPR and First Aid
- Positive Behaviour Support
- Restorative Practices
- Student Health and Wellbeing
- Team Teach
- Workplace Health and Safety

Expenditure on staff professional development

	2021	2020
All Staff (both teaching and non-teaching)	\$11,303	\$59,168
Teaching Staff	\$7,244	\$4,072
Non-Teaching Staff	\$5,581	\$6,049
Total	\$24,128	\$69,288

Notes

1. Teaching staff includes school leaders

OUR FUNDING

	2021	2020
Australian Government Recurrent Funding	\$2,521,772	\$2,573,391
State Government Funding	\$1,107,901	\$870,797
Fees, Charges and Parent Contributions	\$677,968	\$655,708
Other income	\$65,285	\$164,588
Total	\$4,372,926	\$4,264,484

OUR SOCIAL CLIMATE

Parent satisfaction

During 2021 our families were asked to rank our School using a star rating with one being poor and five being excellent. The survey covered a variety of areas including staffing, student support, programming and reporting, facilities, and value for money.

We are very pleased to share that The Sycamore School ranked at least 3 stars on all criteria with an overall average of 4.37 stars / 87.56% satisfaction rating.

Statement	Stars out of 5	Satisfaction %
The Sycamore staff are approachable and, when meetings are requested, they have been willing to make time to meet with me (face to face, online or by phone).	5 stars	100%
Staff at The Sycamore School show care and respect towards my child.	4.6 stars	91.4%
I find ClassDojo to be a good information sharing tool.	4.6 stars	91.4%
The school newsletter keeps me informed and updated of The Sycamore School's community news.	4.6 stars	91.4%
I value the opportunities to connect with The Sycamore School staff (ie: Meet and Greets, PLP and CAF Meetings).	4.6 stars	91.4%
The Administration Team are professional and efficient.	4.6 stars	91.4%

Comments from parents from the survey

"Excellent service all round =)"

"the best teacher my child has ever had. This teacher has an incredible understanding of my child and their needs. Cannot express how much they have helped my child this year, in all aspects."

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

- ClassDojo
- Coffee catch-ups with the Principal
- Facebook
- Fortnightly newsletters
- Meet and Greets
- Online Web Conferencing during remote learning period
- Parent Information Sessions

OUR SOCIAL CLIMATE - continued

Staff satisfaction

At the end of 2021 all staff were asked to pause and reflect on the year. Staff were asked to provide feedback in three main areas. There was no ranking assigned, just comments.

AFFIRMATION - What worked well this year?

"Positive staff community from the top down."

"Our young people saw lots of growth, I am so very proud of them. The school has seen some positive growth in the careers area. We were able to celebrate ANZAC day with the young people in a more formal setting. I am so very grateful for the support I have been given this year. I feel lucky to have amazing people in my life."

"Providing an environment where the young people felt safe."

EVALUATING - What could "WE" do better or differently?

" Highlighting each other's assets rather than just areas that we need to grow in."

"Peer observations, mentoring/coaching between staff."

"Implementing more life skills and vocational talk to our young people earlier in high school."

STRATEGISING - Is there something "WE" should be thinking about implementing/introducing? What more could "WE" do?

"Mental Health First Aid Youth course - essential for staff and parents."

"Young people need to be exposed to more activities which involve travel training and developing essential life skills."

"I feel it is important that we are able to continue supporting our young people, and that they (and their families) still feel supported by us."