School context statement

Sunning Hill School is situated within the confines of Juniperina JJC (Juvenile Justice Centre). Our students originate from areas throughout NSW. Our school caters for a maximum of 36 students between the ages of 12 and 21. Most have experienced significant difficulties engaging in formal education. Our students come from a range of very difficult backgrounds and have experienced fractured school attendance and unstable family relationships.

Our dedicated staff team works in collaboration with Juniperina JJC to deliver lifelong learning experiences in the social, physical, emotional and academic domains.

Principals Report

2014 was a year of significant change in Sunning Hill School. Reduction in TAFE provision led to the introduction of a Secondary School Model to enable the school to continue to deliver quality curriculum. The development and implementation of a Secondary Timetable facilitated the delivery of Stage 4 & 5 NSW, Australian Curriculum across KLA’s and the provision of professional learning opportunities for all teaching staff focusing on the delivery of the Australian Curriculum.

2014 was the final year of the ETU Learning Alliance Leadership Learning and Improvement Project. The continuation of this Community of Schools initiative has facilitated improvement of quality teaching and leadership within all ETU environments across NSW. In 2014 ETU Leaders and Aspiring Leaders were provided with several professional learning opportunities via meetings and conferences focusing on leadership performance and development, unpacking the Leadership Alliance Modules and mentoring training. The Learning and Leadership Alliance initiative has provided the platform for continued effective, sustainable leadership within all ETU settings. As a result the skills, capabilities and practices of leaders and aspiring leaders will come to the fore in 2015 and beyond within our complex environments.

In 2014 our school has experienced significant change that has provided a range of challenges to executive and all staff. Overall these challenges have been embraced by our staff and as a result we have developed a collaborative, shared professional culture in which all teachers conduct professional conversations in regard to quality teaching, improving teaching practice and student outcomes. Our staff are to be congratulated for their professionalism and commitment to improving the educational outcomes of young woman in custody.

In 2015 the school will continue to build the capacity of all staff to deliver quality, challenging and stimulating lifelong learning experiences for all students.

Centre Manager’s Report

This year our school’s Principal, Assistant Principals and teaching staff have been working hard to change to a high school model so that our young women are provided with a school experience similar to that of their peers in the community. While the transition has not been without the usual concerns raised when confronted with change, the introduction of age appropriate lessons appears to have resulted in improvements in student learning. It is most heartening to hear that conversations held at school are increasingly reflecting the values and ethics expected of this age group. We are hopeful that the changes to the school model will result in better educational outcomes and assist our young women to re-integrate back into mainstream schools with greater ease.

My thanks to the Executive and staff for their commitment and positive contributions to the lives of the young women who attend Sunninghill School.

Judy Stanley
Centre Manager
Juniperina Juvenile Justice Centre

Student Report:

Hi, this is Narelle. I have been in Sunning Hill School a year. It has been interesting throughout the year. We have completed TAFE courses such as Signwriting, Floristry, Hairdressing and IDMT. The school also provided coffee shop, Banton Brothers, Music, Harvest Garden and Aboriginal Art. During term 4 we changed to a high school model meaning shorter classes but focused on more subjects. I am a full time student therefore I study all the subjects. I am very good at maths. Sometimes I help other students to understand the questions. Also, students can get certificates for each day they come to school. They can save
them up to a certain amount to get awards or prizes. At the end of last year we had an award ceremony. I received Maths, English and History awards.

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

2014 enrolment statistics indicated the following trends:

- A total of 196 students were enrolled in 2014
- 97 (49%) students were re enrolments
- 38(19%) students were re enrolled more than once
- 19% of the students remained in custody 101 days or longer
- 70% of the students remained in custody 31 days or less
- 30% of the students were 16 years old
- 34% of the students were 14 years or younger
- 15% were post compulsory age
- 47% of students were Aboriginal or Torres Strait Islander students

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6.4</td>
</tr>
<tr>
<td>Teacher Extended School Year</td>
<td>0.705</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.456</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18.761</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

15% of our staff cohort identify as Aboriginal. This includes Norta Norta tutors.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Teaching staff were provided with significant professional learning opportunities through the continuation of the ETU Leadership and Learning Alliance project. Staff attended a range of conferences hosted by ETU’s across NSW providing the opportunities for ETU staff to share professional practice and develop rigorous curriculum to target the specific needs of our student populations. Aspiring ETU Leaders engaged in professional learning targeting the development of leadership skills, capabilities and practices to increase leadership capacity and sustainability in ETU facilities. The learning modules developed by the ETU Principal Alliance team featured in workshops delivered at the conferences in 2014.

In addition the Every Student Every School (ESES) SSP Community of Schools (COS) planned, developed and delivered the Changing Minds Conference 2014 to a range of special schools located throughout NSW. The conference catered for over 250 participants.

Professional Learning aligned with the school plan priorities including teacher accreditation,
quality teaching, literacy and numeracy, 21st century learning, Australian Curriculum and Aboriginal Education.

Throughout 2014 all staff participated in Professional Learning opportunities which were linked to the priorities and targets within the school plan.

The focus this year was to continue to develop the leadership capacity for aspiring leaders and to build teacher capacity to deliver the Australian Curriculum to all students in appropriate stages while adjusting the curriculum to address the individual student needs.

All staff participated in the following Professional Learning opportunities:

Mission Possible 2 (teaching and learning in specialist settings), curriculum planning and programming (quality teaching, assessing and reporting), emergency care, child protection and code of conduct.

Other areas of Professional Learning included

Aboriginal Education:
Aboriginal Educators Conference, Aboriginal Network Meetings, Teaching and Learning in Aboriginal Ways, PL for Aboriginal Learning Support Officers

Literacy:
Introduction to the Literacy Continuum, Creating an effective reading program

Behaviour Management:
Behaviour solutions to the classroom, Working with young people- self harm

Early Career Teachers:
Love Learning, Nuts and Bolts of Teaching, Early Career Teachers’ Conference

Music:
Unpacking the music curriculum

Financial and Administrative Management:
Financial management, Financial literacy, LMBR systems information, Sentral training, Training and development in Sentral, Reading the RAM report

Vocational Education:
School VET coordinators network meeting, VET network meetings

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>78,837.11</td>
</tr>
<tr>
<td>Global funds</td>
<td>120,856.34</td>
</tr>
<tr>
<td>Tied funds</td>
<td>154,759.24</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>4,084.63</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8,654.63</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>367,191.95</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 38,849.22  |
| Excursions                | 0.00       |
| Extracurricular dissections| 15,655.88  |
| Library                   | 1,824.84   |
| Training & development    | 4,998.51   |
| Tied funds                | 93,636.92  |
| Casual relief teachers    | 6,875.74   |
| Administration & office   | 32,648.38  |
| School-operated canteen   | 0.00       |
| Utilities                 | 2,438.92   |
| Maintenance               | 11,228.00  |
| Trust accounts            | 4,686.40   |
| Capital programs          | 0.00       |
| Total expenditure         | 212,842.81 |

| **Balance carried forward**| 154,349.14 |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
Academic achievements
Aboriginal Studies
Our Aboriginal Studies program is focused on developing and celebrating the heritage of Aboriginal people. Students who participated in this weekly program enjoyed many curriculum based units of study which included learning about:

- Cultural celebrations and practices- The Aboriginal Flag and The Acknowledgement to Country.
- Traditional and modern history
- The Stolen Generation
- Role models past and present
- Aboriginal Art
- The Dreaming
- Government responses- National Apology

All students participated in the following learning experiences:
- Class discussions (Yarning)
- Writing stories and poems
- Maintaining our Indigenous garden
- Assisting staff with the planning and hosting of special days of Indigenous celebration ie NAIDOC Day and Sorry Day.
- Watching movies- ‘The Sapphires’ and ‘Bran Nu Day’
- Listening to music
- Meeting local Elders and role models
- Art making
- Using ICT’s to research for projects

Australian Cultures
Australian Cultures is a class where students learn about Australian identity and heritage, with a focus on the First Australians. Students learn about other people and their culture. Students are encouraged to be respectful, tolerant and appreciative of other cultures and the many varied and wonderful differences and similarities that enrich the world around us.

Students listen, discuss, brainstorm, and ask questions, complete worksheets, answer quiz questions, research and present class presentations. Students use technology to stimulate and enhance learning.

In class students discuss cultural influences and their contribution to Australian identities. Students also examine how cultures change through interactions with other cultures and the environment.

Personal Development and Health
Personal Development and Health classes aim to encourage students to learn about themselves and to maintain their health, wellbeing and development. Focus areas include: A balanced lifestyle, what it means to be healthy, maintaining a healthy lifestyle, nutrition, physical activity, managing stress, safe living, positive health choices and positive relationships.

Students also study Values Education covering the 9 core values: doing your best, care and compassion, fair go, freedom, honesty, trustworthiness, integrity, respect, responsibility, understanding, tolerance, and inclusion. Values Education is incorporated in all key learning areas and is consistently reinforced.

It is hoped students learn to make positive choices for their health. Students can grow their self-esteem and caring, respectful relationships. Individuals realize their responsibility to lead active, fulfilling lives, where they can become productive members of society.
**Visual Arts**

Visual Arts stirs the imagination, engages our aesthetic senses and has the power to change lives and keep cultures breathing with tradition and pride. Art addresses ideas, challenges us to think and see the world in new ways and encourages risk-taking and experimentation: essential ingredients for creativity.

At Sunning Hill School we acknowledge that creativity is vital for tackling the challenges and opportunities of the 21st Century. In 2014 our fun and exciting Visual Arts programs had maximum impact on student learning, engagement and achievement in the short amount of time that we have to teach our transient population. All programs were designed for students learning at Stage 4. This provides cultural enrichment and creative expression and is aimed at igniting student interest which in turn developed their fine motor skills and self-confidence.

It is our vision to assist and develop students’ awareness of the world around them which can be interpreted through ideas, stories and feelings. Art appreciation through the Conceptual Framework: artist, artwork, audience and the world provides opportunities for studies to be inspired by art from the past and present.

The theme was: Reflection and Impressions on Australian Landscapes from Dusk till Dawn. Lessons provided students with:

1. **Discovery Skills**
   - A general introduction and analysis of historical art periods/styles and relevant artists.

2. **Planning Skills**
   - Exploring and developing ideas, learning and practising new art techniques and preparing for the major art activities.

3. **Art Making**
   - Applying newly acquired art skills and knowledge in their major work

4. **Evaluating**
   - Exhibiting, discussing and reflecting on their artworks and the knowledge they gained from their experiences.

Our programs provide a wide variety of art activities with detailed lessons, directions, suggestions and assessment criteria. It incorporates a learner centred approach in a structured and logical sequence and opportunities to assist learners to work towards and demonstrate learning outcomes.

**Music**

2014 saw the amazing Banton Brothers continue to inspire students to challenge themselves to create, edit, rehearse, perform, and record a number of positive themed songs. We were sad to see the program cease at the end of Term 3 due to change of direction in the school. Term 4 introduced the students to the new format which included an hour and a half compulsory music tuition a week. Students were asked to explore the ukulele, practice and rehearse a number of popular songs on the new instrument. There was also chance for students to explore and learn the same chords on the piano.

**Other achievements**

**Kitchen Garden Program**

Another successful year in both the garden and the kitchen.

We successfully grew many vegetables and herbs that were used in the kitchen during the Harvest Kitchen program including tomatoes, basil, cucumbers, corn, broad beans, broccoli, spinach, celery, aubergine, snow peas and many others.
Each student had an opportunity to participate in the care of the chickens and maintaining the produce – then finding out how to prepare and utilise these ingredients to create healthy, enjoyable meals in our kitchen.

We also were fortunate to have the Aunties join us for the kitchen program where we enjoyed stimulating conversations around the table as the meal was shared. They brought another dimension to the classroom and would discuss different ways of preparing and cooking some indigenous food.

**Vocational Education**

The successful Retail Services classes continued in 2014. This program gives students the opportunity to achieve competencies towards Retail Services Certificate 1, while working in the simulated workplace “Café Illusion”. In this workplace students are provided with the opportunity to practice their barista skills and display outstanding customer service. While they work within this retail environment, they are selling their coffee and snacks to their customers, learning about teamwork and the importance of workplace safety. This is a practical and enjoyable class where the students master skills which will help them to transition successfully to the community.

Students at Sunning Hill School have the opportunity to enrol in TVET programs delivered by TAFE. There are two programs offered: Certificate 2 in Hairdressing and Certificate 1 in Information Digital Media Technology. Both courses enable students to learn transferable skills they can use to be productive citizens of the future.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal Education**

The young Aboriginal and Torres Strait Island students who attend school at Sunning Hill have often disconnected from their families, communities and cultures. To enable these young women to learn the skills required for a successful transition to their families and communities, Sunning Hill School has maintained a strong partnership with local Aboriginal Groups.

The successful Yarning with the Aunties Program continued in 2014. The Elders from the Bankstown Koori Elders Group visited every week to work with the students and the teachers. During these periods the Aunties shared their histories, their struggles and their hopes for the future. The students learn to understand the path that their ancestors had travelled and the role that they will play in the future of their culture.

Aboriginal artist Daren Dunn continued working with the students to create the Aboriginal Cultural Space. The girls learned about respect, patience and the importance of their Aboriginal heritage while painting the totems specific to their home country.

Within this culturally safe environment the student also studied literacy and numeracy skills with the Norta Norta tutors (Courtney and Monica). Student behaviour was monitored and student incident reports decreased by 50% in this class. The gap between student reading age and chronological age decreased by 7% and mathematics performance increased by 2%.
In 2014 Sunning Hill leadership staff joined with Juvenile Justice and a variety of other support agencies to form the Aboriginal Consultative Group. This group work together to develop practical cross agency support programs for all students.

**Multicultural education and anti-racism**

The students at Sunning Hill represent a broad range of culturally and linguistically diverse backgrounds. To ensure their cultural and learning needs are addressed all students undergo an induction interview process where all cultural issues pertaining to the student are communicated and included in the collaborative PLP development process.

The school provides the following strategies to maintain a respectful environment free from prejudiced attitudes and discriminatory attitudes:

- Engaging the community in school decision making processes via the Local Education and Training Committee, Aboriginal Education Committee and the Aboriginal Community Consultative Committee.
- Providing a voice for all students via the School Representative Council.
- Provision of anti-racism teaching and learning activities via the PDHPE, History and Aboriginal Education curricula.
- Local community Aboriginal Elders and mentors providing students with cultural safety and connectedness.
- Trained Anti-Racism Officer (ARCO) to ensure timely and professional responses to complaints relating to racism.

**Socio-economic background**

Students attending school at Sunning Hill come from all over New South Wales and include many disadvantaged communities that lack systems to support the education of these young women. When students enrol in Sunning Hill School they complete a four day assessment program. This highlights academic areas that students need to address while attending school. The intensive literacy and numeracy classes support these student needs.

During the intensive literacy classes teachers focus on improving student reading levels so that the gap between chronological age and reading age can be decreased. In addition students learn to communicate by speaking appropriately to different audiences, listening and writing. These skills are supported by students being encouraged to borrow library books and write in their own journals.

The intensive numeracy classes address student deficits by teaching mathematical skills that can be used in everyday situations. The classes use financial literacy as a basis so students understand the need to be numerate to transition successfully to the community. There has been a 2% increase in student learning since the introduction of this class.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Focus group meetings
- Student and staff surveys
- Analysis of student data
- Analysis of policies and programs via SWOT Analysis

**School planning 2012-2014:**

**School priority 1**

Diminished gap between Aboriginal students & all student’s literacy and numeracy levels:

**Outcomes from 2012–2014**

To improve student literacy and numeracy outcomes through effective utilization of the quality teaching framework
To close the gap by 5% each year, between chronological age & reading age for all students through explicit and systematic teaching.

Literacy and Numeracy levels will rise by 2% each year as measured by relevant and appropriate assessment tools.

Personalised Learning Plans reflect the attainment of student learning goals in numeracy and literacy.

Strengthened quality teaching, differentiated literacy and numeracy curriculum delivery, reporting and assessment practices implemented across the school.

Teacher utilisation of the Literacy and Numeracy Continuum to track student learning progress and to inform teaching practice.

**Evidence of achievement of outcomes in 2014:**

Data indicates a 7.8% or +1.24 years improvement in reading age of Aboriginal students as compared with the reading age of all students.

Pre and Post testing results indicate literacy levels have increased 10% and numeracy levels 2%.

- Significant increase in retention and engagement rates of Aboriginal students.
- Improvement in verbal communication via story telling/sharing in Yarning with the Aunties Program and Aboriginal Mentor initiative.
- 8 Ways of Aboriginal Learning embedded in all teaching and learning programs.

**Strategies to achieve these outcomes in 2014:**

- Continued engagement of Aboriginal Elder Mentors to provide in class support and cultural connectedness with all students.
- Continued focus on embedding the 8 Ways of Aboriginal Learning in all teaching programs.
- Review of all teaching and learning programs and timetabling processes and priorities.
- Establishment and involvement in the Juniperina Aboriginal Community Consultative Committee.
- Differentiation of curriculum delivery and teaching programs to support and meet the learning needs of Aboriginal students.

**School priority 2**

To enhance program delivery in all curriculum domains via the facilitation of connected classroom technology and ICT embedded teaching and learning activities.

**Outcomes from 2012–2014**

To increase by 10% each year, use of ICT in all KLAS, reflected in all teaching programs.

**Evidence of achievement of outcomes in 2014:**

- Use of ICT in all KLAS has increased by 25%.
- All classrooms have functional Interactive Whiteboards and required ICT infrastructure installed. Additional Interactive Whiteboards were installed in 2014 to ensure the latest technology is operating in all classrooms.
- ICT curriculum provision embedded in all teaching programs across the curriculum.
- Increase in teacher IWB utilization as a result of TPL opportunities.
- Increase in IWB student engagement in all classrooms.
- ICT and IWB focus evident in all teaching programs.

**Strategies to achieve these outcomes in 2014:**

- Development and implementation of portable ICT devices i.e. IPADS in specific classroom environments
- Utilization of Video Conferencing TPL opportunities to enhance teacher ICT skill acquisition.
- Continued provision of vocationally focused accredited online student learning opportunities.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Student Engagement:**

A quality of school life was conducted in 2014. Their responses are presented below.

**Findings and Conclusions:**

75% expressed a sense of achievement in what they were undertaking, the way staff supported their efforts 85%, the relevance of schooling to
their lives 70% and their sense and identity while at school 90%.
35% of students expressed indications of depression and anxiety in their lives with 45% indicating they feel depressed or upset and 20% feel restless.
80% indicated scale of agreement with their sense of self-esteem and status with 90% indicating they were treated with respect. 80% felt others thought a lot of them.
90% indicated teachers treat them fairly. 85% agreed they can do enough to be successful.

- In 2013 our parent body via surveys and focus meetings has expressed high levels of satisfaction with the provision of education and training programs at Juniperina JJC.
- JJ Quality Assurance procedure identified high levels of student and parent body satisfaction.
- Teaching staff indicated high levels of satisfaction via school map surveys.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The school planning process included consultation and data analysis to develop strategies linked to the three School Strategic Directions through:
- student focus groups
- student Personalised Learning Plans
- staff and executive meetings
- Aboriginal Education Committee Meetings
- Local Education and Training Consultative Committee Meetings
- Juvenile Justice Management Meetings
- school data systems
- student, staff and community surveys.
- Annual Reports 2012, 2013

**Strategic Direction 1**

Quality Teaching and Excellence In Student Learning

**Purpose:**
- To build staff capacity to deliver quality teaching and learning adjusted to address individual student needs within a framework of evidence based practice, creating high expectations of student learning and a culture of shared professional practice.

**Strategic Direction 2**

Culture and Community

**Purpose:**
- To grow and build learning partnerships with Juvenile Justice stakeholders, to enrich student learning experiences and facilitate connections with authentic learning experiences.
- Ensure all students have cultural support through effective engagement with community, business and industry to enhance cultural connectedness and safety within an environment of mutual respect and appreciation for cultural, social and religious diversity.
- Working in partnership and collaboration with key stakeholders for the transition process to provide all students with the knowledge, skills, understandings and values to successfully return to community based living and establish and maintain productive lives.

**Strategic Direction 3:**

Strong Systems to Ensure Leading For Learning

**Purpose:**
- To establish and maintain quality organisational, administrative and educational systems to promote the creation of a culture of engagement and collaboration to enhance student learning and wellbeing, effective leadership capacity, quality teaching practices and positive staff wellbeing.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

STAFF

James          Principal
Lynne          Assistant Principal
Chris          Assistant Principal
Grant          Teacher
Deborah        Teacher
Richard        Teacher
Anita          Teacher
Ken            Teacher
Rosie          Teacher
Susie          Teacher
Courtney       Teacher
Belinda        SAM
Cheryl         SAO
Alexis         AEO
Estelle        SLSO
Helen          SLSO
Rose           SLSO
Kerry          SLSO
Danielle       SLSO
Dawn           SLSO
Teresa         SLSO
Maddie         SLSO
Greg           General Assistant
Monica         Norta Norta Tutor
Latoya         Norta Norta Tutor

School contact information

Sunning Hill School
169 Joseph Street
LIDCOMBE NSW 2141
Ph: 02 8737 5025
Fax: 02 8737 5041
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Web: School Code: 5571

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: