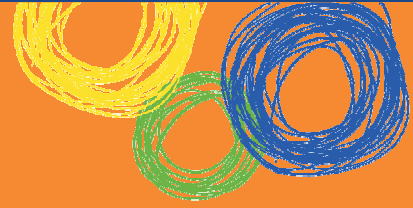


Beenleigh Special School (3051)

Queensland State School Reporting

2012 School Annual Report



Phone (07) 3380 1111

Fax (07) 3380 1100

Email the.principal@beenleighspecial.eq.edu.au

Webpages

Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person

Roselynn Anderson Principal

Principal's foreword

Introduction

Every day in every classroom every student is learning. Learning is of critical importance at Beenleigh Special School as is each and every student in attendance. This report outlines the strategic priorities for Beenleigh Special School in 2012. In relation to the identified priorities, performance is outlined, and future directions identified. The focus of this report for the 2012 school year was upon the best possible outcomes for the students of Beenleigh Special School.

School progress towards its goals in 2012

Key priorities for 2012:

Implementation of the Australian Curriculum	The Australian Curriculum in English Mathematics and History was implemented across P-10
Develop teacher pedagogy to support AC and student learning through effective professional learning and feedback processes.	Teachers' Professional Learning was extensively enhanced through PL activities during 2012 to not only support teachers' learning but to support student learning across P-10. Feedback processes were partially implemented and will be continued into 2013.
Develop teacher skills in assessment and data collection and collation as a basis for team/individual teacher planning for student outcomes	Teachers were provided with professional learning in the collection and collation of student focussed data, based upon school developed and teacher developed assessment tasks. This emphasis will continue into 2013 and beyond to develop teacher practice in this area.
Developing Performance Plans for all staff	Development Plans across all staff were implemented during 2012. Implementation in relation to the whole school Professional Learning Plan directly linked to the AIP goals occurred in Term 2.

Queensland State School Reporting

2012 School Annual Report



	Reviews of DPPs will occur in Term 3 2013.
Continue implementation of Early Literacy Foundations program	ELF was the basis of teacher planning for literacy within English units of work. This will continue into 2013 and beyond.
Continue implementation of Back To Front Maths program	B2F Maths was the basis of teacher planning for numeracy within Maths units of work. This will continue into 2013 and beyond.
Continue implementation of SWPBS (Year 3)	Year 3 implementation across the school of SWPBS was successful. Year 4 and moving into Tier2 training for the SWPBS Team will occur during 2013.

Future outlook

Improvement Agenda for 2013 :

- Improvement is sought in student learning in literacy and numeracy
- Improvement is sought in teacher pedagogy to effectively utilise students' PM benchmarking data for differentiation in teaching
- Improvement is sought for appropriate students' communication skills

Priority Areas of Development for 2013:

- Develop teacher pedagogical skills through effective professional learning/feedback processes to enable teachers to teach the Learning Areas, Cross Curricular Priorities and General Capabilities of the Australian Curriculum through school/teacher developed units of work.
- Develop teacher pedagogical skills in the effective use of communication development programs for non-verbal and high support needs students
- Develop teacher skills in assessment of students using appropriate data collection and collation as a basis for team/individual teacher planning for student outcomes.
- Embed School Wide Positive Behaviour Support (Year 4) processes into teacher driven ongoing explicit lessons.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: P-12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	88	26	62	94%
2011	88	27	61	94%
2012	84	25	59	90%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Beenleigh Special School caters for the educational needs of an extremely diverse range of students drawn from a range of economic and social backgrounds. All students at Beenleigh Special School have at least one area of impairment or disability and have been identified as requiring high and very high levels of support. Many of the students enrolled at the school in December 2012 have more than one disability, including verification in the following areas: Intellectual Impairment; Autism Spectrum Disorder; Hearing Impairment; Vision Impairment; Physical Impairment or any combination of these. There are a range of ethnic and religious backgrounds within the family profiles, some with ESL backgrounds within a mainly urban population. Some students' families reside in semi-rural and rural acreage blocks, including families residing in small rural village environments.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	5	5	5
Year 4 – Year 10	5	6	6
Year 11 – Year 12	5	6	6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	2	3	0
Long Suspensions - 6 to 20 days	0	1	0

Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

During 2012, Beenleigh Special School continued to implement the Australian Curriculum. The C2C support resources for the Australian Curriculum have been utilised to support this implementation. The Individual Support Plans for individual students Prep-Year 10 and Senior Education and Training Plans continued to cater for individual learning needs of our students.

Community and cluster partnerships continue to be a priority also

Extra curricula activities

During 2012 the following extra curricula activities occurred and some occur annually:

- Interschool sporting programs including Touch ball and End ball
- Big Day Out celebrating young people with disabilities in the community
- Sports Day
- Presentation Night showcasing each class in a class performance
- Curriculum community based learning activities
- Sporting Clinics with visiting 'expert' persons

How Information and Communication Technologies are used to assist learning

- The National Secondary Schools Computer Fund continued to provide ICT devices for students in the secondary class age groups.
- Interactive whiteboards are in all classrooms and being utilised effectively for student engagement in ICTs across a range of programs
- Digital pedagogies are a priority focus across the school with appropriate professional learning for teaching and support staff provided where necessary.
- Embedding of these technologies across the curriculum was a basis for staff professional learning.
- Student computers in the classrooms and student computer lab were maintained and accessed for student learning programs.
- High and low tech communication tools/aides were used to facilitate student communication and access to the curriculum for a large portion of the student population.

Social climate

Students and staff at Beenleigh Special School were supported by a guidance officer and behaviour support specialist.

Beenleigh Special School is a School Wide Positive Behaviour Support (SWPBS) School and 2011 was the third year of this program. The School Wide Positive Behaviour support team meet fortnightly and is responsible for leading the school through the School Wide Positive Behaviour support processes. This team ensures that the school community is acting proactively in relation to behaviour support of every student.

The school has formed partnerships with various valued community organisations to complement our DETE staff input and support the pastoral care of our students.

In 2012, the School Opinion Survey indicators from the number of parents who responded around social climate indicated that 74% were satisfied or highly satisfied with the social climate at the school.

Our school at a glance

The whole school approach to SWPBS and the school Responsible Behaviour Plan with embedded responses to behaviours framed within a positive framework ensure that all staff and students know the four school rules well which proactively ensures a high level of positivity in the social climate across the school.

Parent, student and staff satisfaction with the school

The overall general satisfaction with the school as indicated by the number of respondents to the student, staff and parent satisfaction surveys, as measured by the SOS indicates over 90% satisfaction.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	DW
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	DW
their child's learning needs are being met at this school*	DW
their child is making good progress at this school*	DW
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	DW
student behaviour is well managed at this school*	DW
this school looks for ways to improve*	DW
this school is well maintained*	66.7%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%

Our school at a glance

they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	63.4%
with the individual staff morale items	70.4%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

An active partnership between parents/carers and the school is paramount to student success. Student learning and wellbeing are highest priority at Beenleigh Special School

Each student has an Individual Learning Plan or in the case of the Senior School students, a Senior Education and Training Plan. Parents/carers and families are directly engaged through face to face meetings in the formulation and review of these documents twice each year.

The communication process between parents/carers and teachers further informs the program for the students via the home-school communication book which is a daily communication tool between the school and the family. Parents/carers are given many informal/formal opportunities throughout the year to observe their child learning (including open days, literacy and numeracy week, Education Week etc). Parents are also invited into the classroom informally and have access to open communication channels with the teacher via a number of media.

Parents and carers are also encouraged to join the P&C Association, which meets monthly and organises many different fundraising events for the school. The P&C Association, although a relatively small group, is very actively involved and committed to the school.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2012 members of staff were encouraged to develop higher levels of awareness around energy-saving. We have changed all fluorescent lighting to a more energy-efficient means of lighting.

The installation of solar panels was some time ago. These are all in working order and are contributing to reducing the school's environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	128,904	731
2010-2011	121,160	1,266
2011-2012	129,324	870

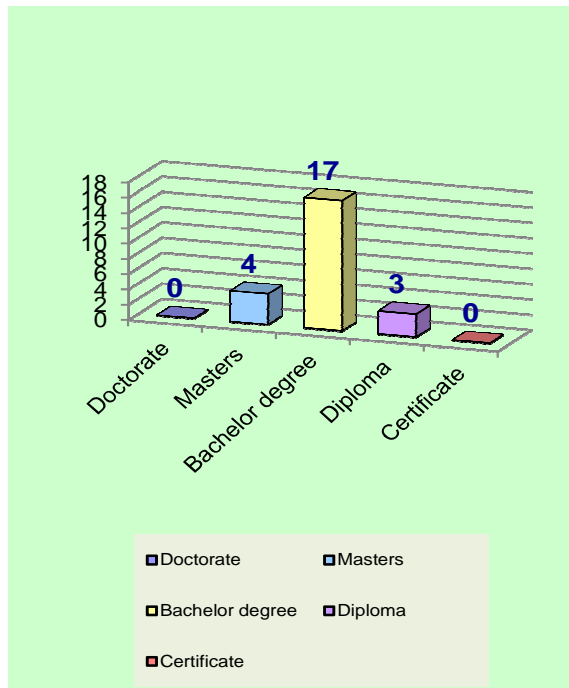
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	42	<5
Full-time equivalents	22.4	27.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	17
Diploma	3
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$7417.92.

The major professional development initiatives are as follows:

- Australian Curriculum Implementation and related activities as listed below:
- Unit Planning

Our staff profile

- Student Assessment and Moderation
- Moderation

AND:

- OneSchool Training
- Curriculum Risk Management Activities updates
- Nursing and Specialised health procedures
- Embedding Aboriginal and Torres Strait Islander Perspectives
- Team Building
- Staff Wellbeing
- Asthma Management
- Workplace Health and safety
- Information Communication Technologies training
- School Wide Positive Behaviour Support Training
- Developing Performance Framework updates
- First Aid and CPR

The proportion of the teaching staff involved in professional development activities during 2012 was 98%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.9%	95.6%	94.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.1% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Our staff profile

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

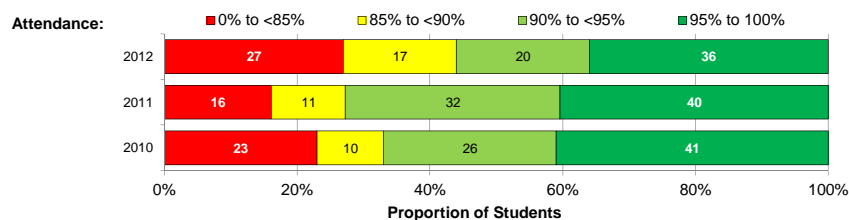
School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	90%	86%
The overall attendance rate in 2012 for all Queensland state Special schools was 90%.			

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is not an issue at Beenleigh Special School. Rolls are managed daily by teachers and the administration staff in the school office. Any infrequent concerns of three day or longer unexplained absences are personally followed up by the Principal.

Achievement – Closing the Gap

Seven students out of 85 in 2011 were identified as indigenous. Beenleigh Special School has very high retention rates.

There were not any issues regarding any gap between the performance of Indigenous and Non-Indigenous students.

There were no gaps between Indigenous and non-Indigenous students attainment levels for school leavers in your school.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.			97%
Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	9	9	7

Performance of our students

Number of students awarded a Queensland Certificate Individual Achievement.	9	8	7
---	---	---	---

As at 2 May 2013. The above values exclude VISA students.

As at 2 May 2013. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.