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#### Principal's foreword

#### Introduction

Of critical importance at Beenleigh Special School is each and every student in attendance. This report outlines the strategic priorities for Beenleigh Special School in 2011. In relation to the identified priorities, performance is outlined, and future directions identified.

#### School progress towards its goals in 2011

In 2011 the Operational Plan goals were:

1. Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement, particularly focussing upon literacy and numeracy outcomes for students in 2011.

Progress: The Teaching and Learning Audit recommendations have resulted in the development and implementation of a whole school Literacy Program, "Ways to Literacy", and a whole school Numeracy program, "Back to Front Maths". These programs combined with explicit teaching and refinement of planning and pedagogical approaches have led to the achievement of this goal in 2011.

2. Appropriate implementation of National Curriculum.

Progress: 2011 was the trial year for implementation of the Australian Curriculum across the whole school.

3. Closing the Gap on indigenous and non- indigenous student performance.

Progress: Embedding Aboriginal and Torres Strait Islander Perspectives across the school and every classroom was a priority in 2011. Increased relevance of curriculum to Indigenous cultures was evidenced via teacher planning documentation.

4. Implementation of developing Performance Plans for administrators and teaching staff.

Progress: Professional dialogue and learning in this area was maintained in 2011 for all staff.

5. Consolidation of OneSchool as the operational environment for school data, plans and financial operations.

Progress: Oneschool became the platform for all financial operations and school data in 2011.



#### Future outlook

- Implementation of the Australian Curriculum
- Develop teacher pedagogy to support Australian Curriculum and student learning through effective professional learning and feedback processes
- Develop teacher skills in assessment and data collection and collation as a basis for team/individual teacher planning for student outcomes
- Developing Performance Plans for all staff
- Continue implementation of Early Literacy Foundations program
- Continue implementation of Back To Front Maths program
- Continue implementation of Schoolwide Positive Behaviour Support (Year 3)

## School Profile

Coeducational or single sex: **Coeducational**Year levels offered: **Prep age to end of Year 12**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
88	27	61	93%

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 2011 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	5
Year 4 – Year 10	7
Year 11 – Year 12	6
All Classes	6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	3
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

Our distinctive curriculum offerings

- Implementation of the Australian Curriculum
- Variety of Contexts for Learning
- Real-life and hands-on experiences
- Community Access
- Work Readiness, Work Experience and post-school leisure options for senior secondary students
- School Wide Positive Behaviour Support
- Hospitality Program

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Extra curricula activities

- Coordinated the Skilled Park Sporting Tournament for the six special schools in the South East Region
- Interschool sporting events such as Endball
- Big Day Out celebrating young people with disabilities in the community
- Sports Day
- Presentation Night showcasing each class in a performance
- Curriculum Excursions
- Sporting Clinics

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How Information and Communication Technologies are used to assist learning

Every classroom was fitted with an Interactive Whiteboard and provided access to an iPad. Staff training was provided on the use of these technologies, and a further emphasis on how to embed 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.

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### Social climate

Students and staff at Beenleigh Special School are supported by a guidance officer and behaviour support specialist. Beenleigh Special School is a Schoolwide Positive Behaviour Support School. The schoolwide positive behaviour support team meet fortnightly and are responsible for leading the school through the schoolwide positive behaviour support processes. This team ensures that the school community is acting proactively in relation to behaviour support of every student.

Parent, student and teacher satisfaction with the school

The vast majority of parents/carers express satisfaction with Beenleigh Special School (91%), and are satisfied that their child is getting a good education (82%).

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	82%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	91%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	51%
Percentage of staff members satisfied with morale in the school	67%

DW – Data withheld

Involving parents in their child's education

An active partnership between parents/carers and the school is paramount.

Each student has an Individual Support 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.

There are special days and occasions throughout the year when parents are directly involved in the school activities relevant for their child e.g. Open Day, Queensland Day, NAIDOC celebrations and so on.

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 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.

The Beenleigh Special School has a Parent/Carer Support group that has met regularly throughout the year and in the case of Senior and Junior School parents and carers, two sub groups which target age appropriate issues for families. Topics for discussion are decided by the parents/carers in attendance, and resulted in the school organising relevant guest presenters to address the parent/carer support group as required.

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 2011 staff awareness of energy-saving techniques was greatly increased, and this was reflected in a 6% reduction in electricity usage between 2010 and 2011. We were also successful in a grant application to change fluorescent lighting to a more energy-efficient means of lighting.

Environmental footprint indicators, 2010-2011

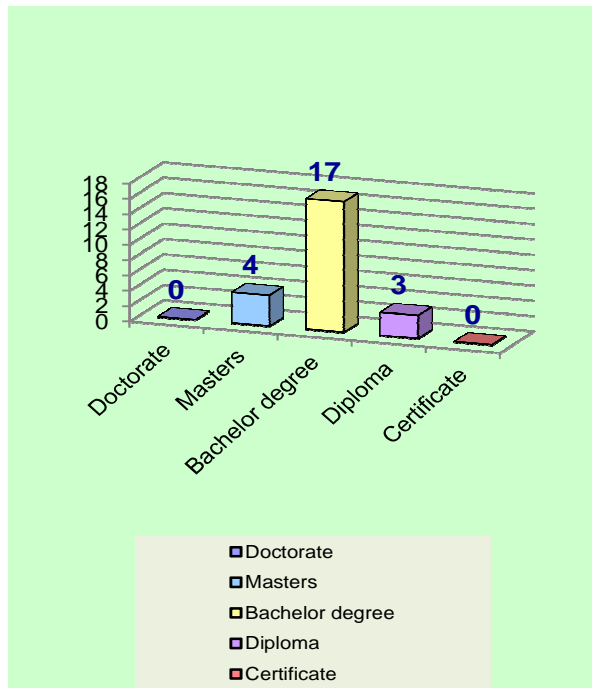
	Electricity KwH	Water KL
2011	121,160	1,266
2010	128,904	731
% change 10 - 11	-6%	73%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	27	43	<5
Full-time equivalents	21	25	<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 2011 was \$12044.45

The major professional development initiatives are as follows:

- Back to Front Maths
- Oneschool Variation to School Routine training
- Early Literacy Foundations and Walking Talking Texts
- Australian Curriculum
- Curriculum Risk Management
- 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
- Multi-age classrooms
- Unit Planning
- Student Assessment
- School Improvement Agenda
- Moderation
- Teacher Planning Days
- Schoolwide Positive Behaviour Support
- Developing Performance Framework
- First Aid and CPR

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

#### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

#### Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 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

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

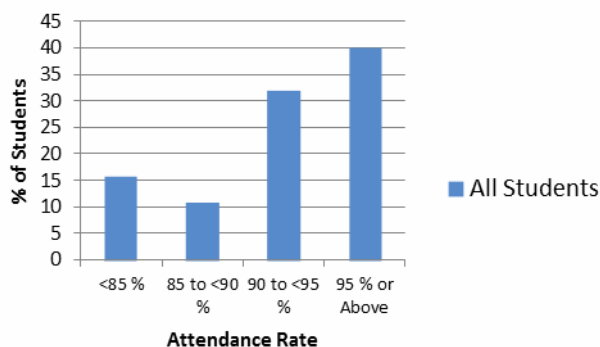
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.  
 The overall attendance rate for all Queensland state Special schools over the same period was 89%.

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.

The attendance of students is managed through adherence to the above policies.

Teachers mark class rolls twice daily and this information is uploaded to OneSchool on a weekly basis. Teachers indicate on rolls whether a student is present or absent for both the morning and afternoon sessions each day using symbols such as (/) for present and (a) for absent or an appropriate reason code. Parents contact the school office to explain why their child is absent and teachers are given this information by the office staff. If a student's absence is unexplained or if the teacher believes an explanation is unsatisfactory they inform the Principal or deputy Principal. Any unexplained absences are followed up by the Principal or Deputy Principal.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

The students with disabilities enrolled at Beenleigh Special School were exempted from participation in 2011 NAPLAN testing

Achievement – Closing the Gap

Beenleigh Special School's Closing the Gap Report shows limited variance between attendance rates of Indigenous and non-Indigenous students.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 100%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	9
Number of students awarded a Queensland Certificate Individual Achievement.	8
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	0
Number of students awarded one or more Vocational Educational Training qualifications.	0
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	NA
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	NA

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	0	0	0	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
0	0	0

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 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.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Beenleigh Special School typically doesn't have any early leavers as the students remain at school until the end of year 12 equivalent age