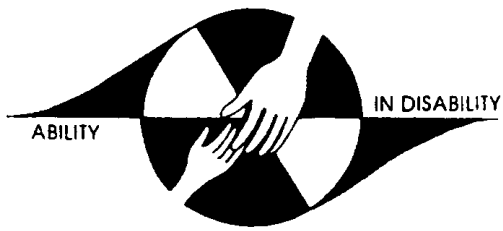


Beenleigh Special School
Queensland State School Reporting
2013 School Annual Report



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

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Principal's foreword

Queensland State School Reporting 2013 School Annual Report



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 2013. In relation to the identified priorities, performance is outlined, and future directions identified. The focus of this report for the 2013 school year was upon the best possible outcomes for the students of Beenleigh Special School.

School progress towards its goals in 2013

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Key priorities for 2013:

Implementation of the Australian Curriculum	The Australian Curriculum in English Mathematics and History and Science continued to be implemented across P-10. Exploration of the General Capabilities and ongoing emphasis on the curriculum for our Secondary students were also high priorities
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 2013 to not only support teachers' learning but to support student learning across P-10. Feedback processes were partially implemented and will be continued into 2014.
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 2014 and beyond to develop teacher practice in this area.
Developing Performance Plans for all staff	Development Plans across all staff were implemented during 2013, apart from those on extended leave. Implementation in relation to the whole school Professional Learning Plan directly linked to the AIP goals occurred. Reviews of DPPs will occur in 2014.
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 2014 and beyond. (‘Reading Our Way’ will be the basis for the whole school READING program in 2014)
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 2014 and beyond. (YUMI Maths will be the basis for the whole school MATHS program in 2014)
	Year 4 implementation across the school of SWPBS was successful. Year 5 and moving into

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Continue implementation of SWPBS (Year 4)	Tier2 training for the SWPBS Team will occur during 2014.
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Future outlook

Improvement Agenda for 2014:

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

Priority Areas of Development:

- 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 and implement oral language programs across the school with Speech Language Pathologist input
- Develop teacher skills further in supporting the teaching of targeted literacy and numeracy programs utilising a range of programs as outlined above.

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- Develop teacher skills in the assessment of students using appropriate data collection and collation as a basis for team/individual teacher planning for student outcomes.
- Implement ASDAN for Junior and Senior Secondary students 2014
- Implement YUMI Maths across the school in 2014
- Implement 'Reading Our Way' across the school in 2014
- Embed School Wide Positive Behaviour Support (Year 4-Tier 2) processes into teacher driven ongoing explicit lessons.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Secondary Special

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
201	88	27	61	94%
201	84	25	59	90%
201	86	24	62	93%

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 2013 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. Indigenous students make up 10% of the student population at this point in time. 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		
	2011	2012	2013
Prep – Year 3		5	5
Year 4 – Year 7 Primary			
Year 7 Secondary – Year			
Year 11 – Year 12			

School Disciplinary Absences

Our school at a glance

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5	3	0	0
Long Suspensions - 6 to	1	0	0
Exclusions	0	0	0
Cancellations of	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

During 2013, Beenleigh Special School continued to implement the Australian Curriculum. The C2C (Curriculum into the Classroom) 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.

Extra curricula

During 2013 the following extra curricula activities occurred and some occur annually:

- Interschool sporting programs including Touch ball and End ball
- Best 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
- ArtsLink presentations
- Building ongoing links with community organisations e.g. FSG, Red Cross Employment, Palm Lakes Resort

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.
- Embedding iPads across the school where available –at least one per class, supported by the P&C.

Social climate

Students and staff at Beenleigh Special School were supported by two part time guidance officers in 2013

Beenleigh Special School is a School Wide Positive Behaviour Support (SWPBS) School and 2013 was the fourth 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

Our school at a glance

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. e. g. FSG Beenleigh for families across the school and Red Cross Employment Services for our Senior Secondary students.

In 2013, the School Opinion Survey indicators from the number of parents who responded around social climate indicated that the majority were satisfied or highly satisfied with the social climate at the school.

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.

Our school at a glance

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 93% -100% satisfaction. The age of the school is reflected in student feedback although it is well maintained.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	DW	93%
this is a good school (S2035)	100%	93%
their child likes being at this school* (S2001)	100%	93%
their child feels safe at this school* (S2002)	DW	93%
their child's learning needs are being met at this school* (S2003)	DW	94%
their child is making good progress at this school* (S2004)	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%
teachers at this school provide their child with useful feedback about their school work* (S2007)	100%	94%
teachers at this school treat students fairly* (S2008)	100%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	93%
this school takes parents' opinions seriously* (S2011)	DW	94%
student behaviour is well managed at this school* (S2012)	DW	93%
this school looks for ways to improve* (S2013)	DW	100%
this school is well maintained* (S2014)	67%	94%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	95%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%

Our school at a glance

teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	100%	94%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	94%
they feel that their school is a safe place in which to work (S2070)	65%
they receive useful feedback about their work at their school (S2071)	76%
students are encouraged to do their best at their school (S2072)	88%
students are treated fairly at their school (S2073)	91%
student behaviour is well managed at their school (S2074)	55%
staff are well supported at their school (S2075)	58%
their school takes staff opinions seriously (S2076)	65%
their school looks for ways to improve (S2077)	81%
their school is well maintained (S2078)	74%
their school gives them opportunities to do interesting things (S2079)	71%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 2013 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
2010-2011	121,160	1,266
2011-2012	129,324	870
2012-2013	122,155	611

Our school at a glance

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

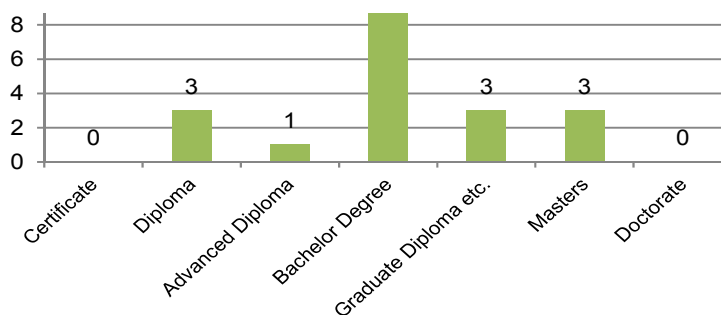
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	24	41	<5
Full-time	21	26	<5

Qualifications of all teachers

Advanced Diploma	1
Bachelor Degree	14
Graduate Diploma etc.	3
Masters	3
Doctorate	0
Total	24



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

Our staff profile

The total funds expended on teacher professional development(including teacher replacement staff costs)in 2013 were \$12500

The major professional learning initiatives are as follows:

-Australian Curriculum Implementation and related activities as listed below:

- Unit Planning
- Student Assessment and Moderation
- Moderation between Special Schools

AND:

- OneSchool Training
- SWPBS
- Curriculum Risk Management Activities updates
- Nursing and Specialised health procedures
- Therapy team switching and ICTs
- 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 2013 was 95%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school	96%	95%	95%

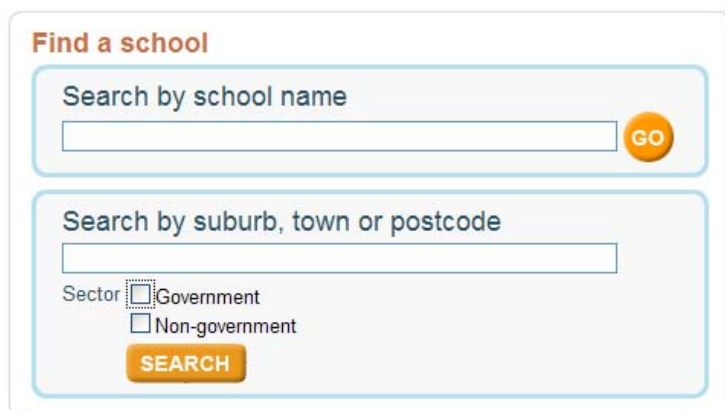
Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2013 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" (which is selected) and "Non-government", and a yellow "SEARCH" button.

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.

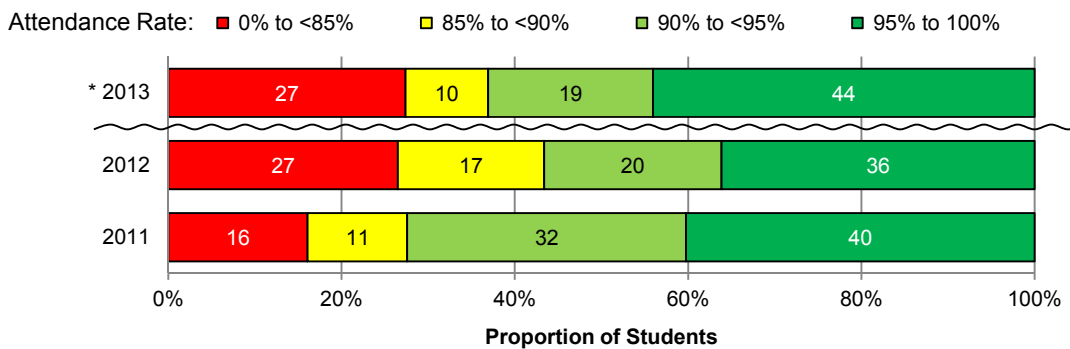
Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as	90%	86%	86%
The overall attendance rate in 2013 for all Queensland state Special schools was 89%.			

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 for reasons other than medical or illness is not an issue at Beenleigh Special School.

Performance of our students

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Achievement – Closing the Gap

Not available at this time

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.			97%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	9	7	4
Number of students awarded a Queensland Certificate Individual	8	7	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT)	0	0	0
Number of students awarded an Australian Qualification Framework	0	0	0

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2011	0	0	0
2012	0	0	0
2013	0	0	0

As at 5 May 2014. The above values exclude VISA students.

In 2013 three students undertook a Certificate 1 in Hospitality through the local high school Trade Training Centre, which they will continue with in 2014.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.