

Beenleigh Special School Queensland State School Reporting 2014 School Annual Report



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Principal's foreword

Introduction

Please find below the 2014 School Annual Report for Beenleigh Special School. The report briefly highlights achievements that occurred in 2014 and also summarises key areas of anticipated direction in 2015.

School progress towards its goals in 2014

School priorities addressed in 2014:

School Priority	Progress
Implement consistent curriculum, planning and implementation to improve learning	<p>All students P-10 undertaking units of work in Australian Curriculum</p> <p>Teacher Professional Learning to inform student entry points into AC learning areas backed by General Capabilities and Cross Curricular priorities</p> <p>Teaching of AC History and Geography commenced in P-10</p> <p>Year 11 and 12 equivalent students being explicitly taught against relevant QSA individualised learning statements will facilitate their achievement of a QCIA-Queensland Certificate of Individual Achievement</p> <p>Individual Learning Plan goals for students are the critically important framework for the Health and PE KLA.</p> <p>BSS Communication Matrix to set individual student goals/tools/approaches in consultation with families through the Individual Learning Plan and Senior Education and Training Plan processes</p>

	<p>Embedding of ICTs across the curriculum -utilising IWBs in every classroom and implementing use of iPads, laptops and PCs for student learning</p> <p>Continuing use of Early Literacy Foundations(ELF) and embedding ELF into timetables/programs daily to support literacy skill development for all students</p> <p>Continuing use of Back to Front Maths (B2F) and embedding B2F into timetables/programs daily to support numeracy skill development for all students</p> <p>Implementing use of “Shoebox’ Learning Centres and embedding SLC into timetables/programs daily to support both literacy and numeracy skill development for all students</p> <p>Teacher teams utilise term data to plan units of work and programs and moderate student achievement outcomes</p>
Develop teacher pedagogical skills through effective professional learning/ feedback processes	<p>Teacher Professional Learning to inform student entry points into AC learning areas backed by General Capabilities and Cross Curricular priorities.</p> <p>Teacher professional learning to ensure knowledge of requirements for implementation of the AC including:</p> <ul style="list-style-type: none"> - SFD/Professional Learning (PL) sessions which include teachers ‘unpacking’ curriculum intent, planning for individual student differentiation cognisant of ILP goals. - PL hours for teachers and teacher aides ‘unpacking’ BSS’ curriculum history and the journey to implementation of AC - PL for teachers to implement the time requirements for the AC Learning Areas - Explicit PL for teachers (Teaching and Learning Meetings each fortnight with explicit Curriculum/Teaching Practice focus) to ‘unpack’ the nexus between the AC and ILP goals and student capabilities and learning styles - Explicit PL for teachers in assessment tools and processes particularly related to SWDs and the AC - PL for therapy staff based at BSS around where their student ILP goal/s support in classrooms fits into and supports the teachers class timetable with AC Learning Area time allocations and ensure knowledge of requirements for AC implementation

<p>Development of strong relationships with the BSS community</p>	<p>Strong, dedicated and engaged P&C with information to the P&C about all school planning, budgets, and pertinent information particularly through regular phone/email contact</p> <p>Cluster school relationships and activities for the benefit of students including relationships with two local High Schools</p> <p>Guidance Officer trained in Stepping Stones Parenting Program</p> <p>Open Morning for parents/carers to offer families time together in classrooms and to engage and inform parents/carers in the curriculum/programs</p> <p>Parent/Carer information sessions for Senior Secondary student post school options(PSO) and PSO bus trips to complement parent/carers knowledge</p> <p>Strong community partnerships and relationships e.g. Family Support Group signed memorandum of agreement annually</p> <p>Ongoing relationship with ESO Red Cross Employment Services to support students and educate them about work, work experience and into post school employment</p>
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Future outlook

School priorities to be addressed in 2015:

- Focus on development and implementation of Literacy data collection/tracking tools
- Review Responsible Behaviour Plan to align with current school practices
- Engage whole school community in Quadrennial School Review process
- Utilise recommendations of School Review to develop action plan
- Refine and align senior school planning, assessing and reporting practices to align with current best practice
- Empower all staff to take responsibility for own learning through implementation of Developing Performance Plan process
- Improve school communication strategies with parent body and wider school community

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	84	25	59	90%
2013	86	24	62	93%
2014	76	21	55	92%

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 2014 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 9% 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		
	2012	2013	2014
Prep – Year 3	5	5	6
Year 4 – Year 7 Primary			5
Year 7 Secondary – Year 10			6
Year 11 – Year 12			7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

During 2014, 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.

The school explored the use of ASDAN as a resource to compliment senior school programs. Some classes implemented YuMi Deadly Maths as a pedagogical approach to teaching Mathematics. Reading Our Way was utilised in P-10 to support beginning readers. Early Literacy Foundations and Back to Front Maths were implemented to support student development in Literacy and Numeacy.

Extra curricula activities

Horse Riding
 NAIDOC Indigenous Performance
 Interschool Sporting Programs
 Sports Day
 Performance at the Breaking Barriers Opening Doors Expo
 Senior student leadership Camp
 Student banking Program

How Information and Communication Technologies are used to assist learning

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. 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. All classes had access to two iPads to support student engagement with the curriculum.

A full time ICT Coordinator is employed to maintain ICTs and ensure that there is a very short turn around between breakages and repairs.

Social Climate

Students and staff at Beenleigh Special School were supported by one guidance officer in 2014

Beenleigh Special School is a School Wide Positive Behaviour Support (SWPBS) School and 2014 was the fifth 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. e. g. FSG Beenleigh for families across the school and Red Cross Employment Services for our Senior Secondary students.

In 2014, 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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	DW	93%	92%
this is a good school (S2035)	100%	93%	100%
their child likes being at this school* (S2001)	100%	93%	93%
their child feels safe at this school* (S2002)	DW	93%	93%
their child's learning needs are being met at this school* (S2003)	DW	94%	87%
their child is making good progress at this school* (S2004)	DW	100%	87%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	87%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	100%
teachers at this school motivate their child to learn* (S2007)	100%	94%	100%
teachers at this school treat students fairly* (S2008)	100%	88%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	93%	93%
this school takes parents' opinions seriously* (S2011)	DW	94%	100%
student behaviour is well managed at this school* (S2012)	DW	93%	100%
this school looks for ways to improve* (S2013)	DW	100%	93%
this school is well maintained* (S2014)	67%	94%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
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%	
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:	2012	2013	2014
they enjoy working at their school (S2069)		94%	97%
they feel that their school is a safe place in which to work (S2070)		65%	74%
they receive useful feedback about their work at their school (S2071)		76%	77%
students are encouraged to do their best at their school (S2072)		88%	97%
students are treated fairly at their school (S2073)		91%	97%
student behaviour is well managed at their school (S2074)		55%	53%
staff are well supported at their school (S2075)		58%	71%
their school takes staff opinions seriously (S2076)		65%	68%
their school looks for ways to improve (S2077)		81%	77%
their school is well maintained (S2078)		74%	77%
their school gives them opportunities to do interesting things (S2079)		71%	79%

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

'Agree' represents the 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 Curriculum Plan (Semester 2) 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. 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 2014 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.

Teacher reprographics was monitored through the use of the Paper Cut software. All staff were allocated a quota for colour and black and white printing which was monitored. This resulted in a decrease in reprographic costs across the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	129,324	870
2012-2013	122,155	611
2013-2014	117,499	804

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

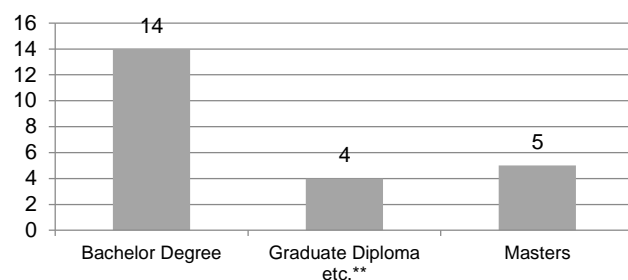
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	23	38	0
Full-time equivalents	20	25	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Bachelor Degree	14
Graduate Diploma etc.**	4
Masters	5
Total	23



*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

The total funds expended on teacher professional development in 2014 was \$ 10 500.

The major professional development programs were as follows:

- Workplace Health and Safety
- Active Learning and Assistive Technology
- MSSWD Teacher Aide Programs
- OneSchool Student Support, ICPs, Reporting and Unit Planning
- Specialised Health – Diabetes, Epilepsy, Asthma
- Code of Conduct and Student Protection
- Nonviolent Crisis Intervention, Effective Classroom Practices, Essential Skills and SWPBS Tier 2
- SECC, QASSP and QASEL Conference
- YuMi Deadly Maths
- Reading Our Way
- Mentoring Beginning Teachers and TECE Program
- ASDAN

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	86%	86%	88%

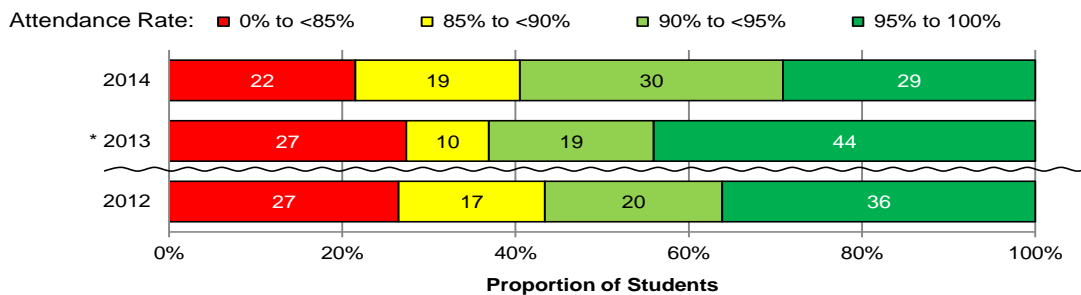
The overall attendance rate in 2014 for all Queensland Special schools was 89%.

Student attendance rate for each year level (shown as a percentage)		
	Prep	Primary Special
2013	69.2%	89.2%
2014	91.1%	87.5%

DW = Data withheld to ensure confidentiality.

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 after 2012 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.

There are two additional checks in relation to school attendance which are conducted when students arrive at school either by their parents or contract bus and again when they depart school. All teachers mark their roll electronically, twice per day. Parents are expected to contact the school to report a student absence. Unexplained absences of 3 days or more are followed up by school administration.

Achievement – Closing the Gap

The Closing the Gap reports indicates that the attendance rate of Indigenous students is higher (89.7%) than Non-Indigenous students (87.6%). No data is available for retention rates.

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	7	4	5
Number of students awarded a Queensland Certificate of Individual Achievement.	7	4	5

As at 19 February 2015. The above values exclude VISA students.

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.

Early school leavers information

There were no early school leavers in 2014.