

Beenleigh Special School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Please find below the 2015 School Annual Report for Beenleigh Special School. The report briefly highlights achievements that occurred in 2015 and also summarises key areas of direction in 2016.

School progress towards its goals in 2015

School priorities addressed in 2015:

School Priority	Progress
Identify a range of specific research-based tests and diagnostic tools to gather data in literacy and communication	<ul style="list-style-type: none"> Investigated, selected and trialled Literacy data tracking/collection tools Implement use of Communication Matrix, PM Benchmarks, Dolch, Reading Our Way and Concepts of Print to inform decision making/ICP development and identify emergent and conventional readers Use Communication Matrix, PM Benchmarks, Dolch, Reading Our Way and Concepts of Print to collect data to support planning and assessing student progress in Literacy Set-up systems of data storage on OneSchool for corporate/non-corporate tools and a standard for evidence for ICP data collection Revised the Curriculum, Assessment and Reporting framework to identify expectations of teachers in relation to planning, assessing and reporting timeframes and expectations
Redevelop school curriculum plan and monitoring processes to inform the development of an ICP for each student based upon evidence of student achievement in academic learning and functional capabilities	<ul style="list-style-type: none"> Tracking tool redefined to inform ICP planning processes and investigate monitoring and mapping of achievement standards and general capabilities in OneSchool Aligned Communication Matrix to general capabilities to support decision making and analysis of data Built teacher data literacy skills to analyse and use a range of data Planned and scheduled meetings for teachers with HOC and Pedagogical Coach three times per term – start, middle and end as check in points on planning including ICPs, assessing and reporting Developed expectations for data collection for ICP and Literacy e.g. for emergent readers particular data collection tools to be used

Refine and align senior school planning, assessing and reporting practices to align with current best practice	<ul style="list-style-type: none"> • Met with Senior School teachers and AVT STO to discuss current practices and identify preferred practices as already discussed with individual staff • Formulated a guide to implementation of Senior School curriculum taking into account GIL, QCIA, ASDAN, SETP • Gave ownership of Senior School planning processes to teachers • Refined QCIA evidence processes to include digital portfolios
Review Responsible Behaviour Plan to align with current school practices and SWPBS framework	<ul style="list-style-type: none"> • Positive Behaviour for Learning Team reviewed Responsible Behaviour Plan at fortnightly meetings • Updated Responsible Behaviour Plan uploaded to school website
Improve school communication strategies with parent body and wider school community	<ul style="list-style-type: none"> • Updated school website to align with DET framework for school websites • Developed school Facebook page to keep staff, parents and wider community informed • Increased frequency of school newsletter and improve quality of information contained within
Empower all staff to take responsibility for own learning through implementation of Developing Performance Plan process	<ul style="list-style-type: none"> • Provided professional development on Australian Professional Standards for Teachers and Capability Framework for Public Servants • Provided professional development on Developing Performance Plan process • Linked professional development initiatives into single framework and shared with staff • Implemented DPP process through biannual individual meetings and reviews to identify staff needs and aspirations • Developed whole school Professional Learning Plan in line staff DPP goals and identify sources to achieve goals
Improvement in student learning in Literacy and Numeracy focusing upon P - 10 in conjunction with the Master Teacher action research project.	<ul style="list-style-type: none"> • Implemented Master Teacher action research project focused on Four Blocks Writing Framework across five classes. Students achieved significant progress on Developmental Writing Scale. Increased teacher capacity in teaching writing. Increased resources available to support program implementation. • Built teacher capacity in implementation of Reading Our Way Program. School selected to create video clips for use on Reading Our Way website to showcase best practice. • Continued to embed and extend YuMi Deadly Maths program across the school. Increased resources available to support program implementation. • Identified and purchased Literacy tools to collect diagnostic data. Built teacher capacity in collection and analysis of data to inform planning, teaching and reporting on student progress. • Teachers collected evidence of student learning to identify appropriate Year Level in Individual Curriculum Plans and track progress towards achievement standards. • Pedagogical Coach built teacher capacity to support students' communication needs. Consistent pedagogy and resources established in relation to communication. Purchased software and resources to support implementation. Diagnostic tools used to collect data on student communication.

Future outlook

School priorities to be addressed in 2016:

- Develop and implement Balanced Literacy with an emphasis on the Four Blocks Literacy Model across the school which is appropriately resourced, consistently monitored and individually tracked to maximise learning.
- Develop and enact formal, constructive feedback, coaching and mentoring processes for teachers aligned to school improvement priorities.
- Utilise school curriculum plan and monitoring processes to inform the development of an ICP for each student based upon evidence of student achievement in academic learning and functional capabilities.
- Develop a whole-school differentiation protocol that clarifies teacher expectations for documenting differentiated teaching strategies and the tracking of student data to inform teaching adjustments.
- Develop and enact a Parent and Community Engagement framework:
 - Explore and promote strategic and deliberate partnerships with local business and community organisations to improve opportunities and outcomes for students.
 - Explore and develop opportunities to provide support to parents and families through information sessions, Parent Support groups and volunteer programs.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	86	24	62	9	93%
2014	76	21	55	7	92%
2015	88	24	64	10	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 2015 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		
	2013	2014	2015
Prep – Year 3	5	6	5
Year 4 – Year 7 Primary		5	6
Year 7 Secondary – Year 10		6	6
Year 11 – Year 12		7	7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	2	14
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

During 2015, Beenleigh Special School continued to implement the Australian Curriculum. 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 continued to explore 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. The Master Teacher Action Research Project supported the implementation of a writing program utilising the Four Blocks approach to Literacy. A range of diagnostic assessment tools were implemented to support the collection and analysis of student data in relation to Literacy development and achievement including:

- UAELB – Universally Accessible Emergent Literacy Battery
- Concepts About Print
- Developmental Writing Scale
- Dolch Sight Words
- Communication Matrix
- Reading Our Way
- PM Benchmark

Extra curricula activities

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 improve 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 part time guidance officer in 2015.

Beenleigh Special School is a School Wide Positive Behaviour Support (SWPBS) School and 2015 was the sixth 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 2015, the School Opinion Survey indicators from the number of parents who responded around social climate indicated that the majority were 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	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	93%	92%	64%
this is a good school (S2035)	93%	100%	70%
their child likes being at this school (S2001)	93%	93%	82%
their child feels safe at this school (S2002)	93%	93%	82%
their child's learning needs are being met at this school (S2003)	94%	87%	64%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is making good progress at this school (S2004)	100%	87%	64%
teachers at this school expect their child to do his or her best (S2005)	100%	87%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	100%	89%
teachers at this school motivate their child to learn (S2007)	94%	100%	89%
teachers at this school treat students fairly (S2008)	88%	100%	90%
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)	93%	93%	80%
this school takes parents' opinions seriously (S2011)	94%	100%	70%
student behaviour is well managed at this school (S2012)	93%	100%	64%
this school looks for ways to improve (S2013)	100%	93%	82%
this school is well maintained (S2014)	94%	100%	90%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	95.8%
they like being at their school (S2036)	95%	90%	95.8%
they feel safe at their school (S2037)	100%	90%	88%
their teachers motivate them to learn (S2038)	100%	-	-
their teachers expect them to do their best (S2039)	100%	-	-
their teachers provide them with useful feedback about their school work (S2040)	100%	-	-
teachers treat students fairly at their school (S2041)	100%	95%	96%
they can talk to their teachers about their concerns (S2042)	100%	-	-
their school takes students' opinions seriously (S2043)	100%	-	-
student behaviour is well managed at their school (S2044)	94%	-	-
their school looks for ways to improve (S2045)	100%	-	-
their school is well maintained (S2046)	100%	-	-
their school gives them opportunities to do interesting things (S2047)	100%	80%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	97%	100%
they feel that their school is a safe place in which to work (S2070)	65%	74%	91%
they receive useful feedback about their work at their school (S2071)	76%	77%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	100%
students are encouraged to do their best at their school (S2072)	88%	97%	100%
students are treated fairly at their school (S2073)	91%	97%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2074)	55%	53%	91%
staff are well supported at their school (S2075)	58%	71%	95%
their school takes staff opinions seriously (S2076)	65%	68%	98%
their school looks for ways to improve (S2077)	81%	77%	100%
their school is well maintained (S2078)	74%	77%	81%
their school gives them opportunities to do interesting things (S2079)	71%	79%	98%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 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. A school Facebook page was established in 2015 to keep the whole school community informed of school events and programs.

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 2015 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 which has contributed towards a decrease in electricity consumption. 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
2012-2013	122,155	611
2013-2014	117,499	804
2014-2015	115,226	944

*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.

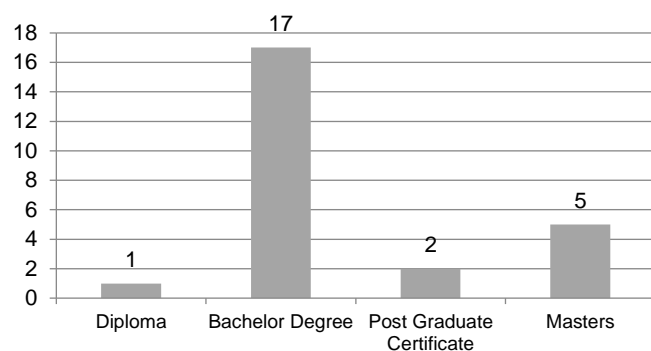
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	43	0
Full-time equivalents	22	27	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Diploma	1
Bachelor Degree	17
Post Graduate Certificate	2
Masters	5
Total	25



*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 2015 were \$12 263.

The major professional development initiatives are as follows:

- Balanced Literacy
- Student Protection, Code of Conduct
- Nonviolent Crisis Intervention
- Workplace Health and Safety
- OneSchool Student Support, ICPs, Reporting and Unit Planning
- Specialised Health – Diabetes, Epilepsy, Asthma, Midazolam
- Essential Skills and SWPBS Tier 2
- SECC and QASEL Conference
- YuMi Deadly Maths
- Mentoring Beginning Teachers Program
- ASDAN

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	88%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	82%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Special schools was 89%.

Student attendance rate for each year level (shown as a percentage)

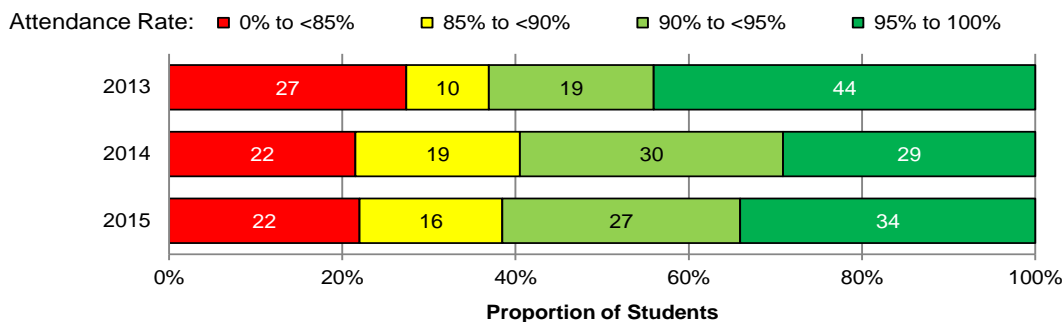
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	69%												
2014	91%												
2015	84%	77%	93%	82%	63%	96%	87%	DW	93%	92%	84%	90%	88%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 compared Non-Indigenous students has decreased compared to previous years. No data is available for retention rates.

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	4	5	11
Number of students awarded a Queensland Certificate of Individual Achievement.	4	5	11

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 post-school destinations survey, Next Step – Student Destination Report (2015 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 2015.