



Beenleigh Special School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Beenleigh Special School is located in the northern end of the South East Region. Students are drawn from a wide geographic area that includes suburbs within the Gold Coast City, Logan City and Beaudesert Shire councils. The students attending the school are verified with an intellectual disability or with the dual diagnosis of intellectual disability and Autism. Some students are also verified with a physical, hearing or visual impairment. The students range in age from 5 to 17 years old. Students in the school are drawn from a diverse range of economic and social backgrounds.

Beenleigh Special School is divided into four sectors. The Early Years (P-2), Upper Primary (Year 3 - 6), Junior Secondary (Year 7 - 10) and Senior Secondary (Year 11 - 12). The Australian Curriculum is implemented across the school with a focus on high quality and innovative units of work in English, Mathematics, Science, Health and Physical Education, History, Geography and The Arts. To cater for each individual student's needs, each student in Years P - 10 has an Individual Curriculum Plan which is reviewed every six months. Senior Secondary students also have a Senior Education and Transition Plan (SETP) that identifies goals for their senior schooling pathway which is reviewed every six months. At the completion of their schooling, students receive a Queensland Certificate of Individual Achievement from the Queensland Curriculum and Assessment Authority.

Vision

Beenleigh Special School provides an inclusive and specialised learning environment focused on high expectations and supporting students to develop independence and the confidence to be a listener, word user, safe and fair across a range of environments.

Values

- We value diversity and cater for individual strengths and qualities of the whole school community.
- We value the physical, social and emotional wellbeing and development of each student to be a listener, word user, safe and fair.
- We value collaboration and teamwork to deliver flexible options and innovative learning experiences to achieve high levels of success.
- We value a safe, nurturing, accepting and supportive learning environment to achieve high student outcomes.
- We value open communication with all members of the school community built on trust, honesty and integrity.

Principal's Foreword

Introduction

Please find below the 2017 School Annual Report for Beenleigh Special School. The report briefly highlights achievements that occurred in 2017 and also summarises key areas of direction in 2018.

School Progress towards its goals in 2017

School Priority	Outcomes
Develop and implement Balanced Literacy with an emphasis on the Four Blocks Literacy Model and PODD books across the school which is appropriately resourced, consistently Monitored and individually tracked to maximise learning.	Provided professional development, mentoring and support on Balanced Literacy and AAC to support program implementation.

	<p>Skilled staff in the use of diagnostic reading and writing assessment tools to support collection and analysis of reading data to determine individual student goals for improvement.</p> <p>Balanced Literacy extended to include a focus on Comprehension Instruction and Shared Reading through professional development and modelling.</p> <p>Employed Four Blocks Model consultant Jane Farrall to observe classroom practice, provide feedback and deliver professional development focused on improving practice and student outcomes.</p> <p>Developed and embedded a consistent pedagogy related to low-tech alternative and augmentative communication systems focused on Key Word Signing and PODD books.</p> <p>Utilised Investing for Success funds to build capacity in implementation Balanced Literacy program through a Literacy/AAC Coach.</p> <p>Literacy identified as a whole school priority in DPPs.</p>
Develop and enact formal, constructive feedback, coaching and mentoring processes for teachers aligned to school improvement priorities.	<p>Leadership Team completed QELi Coaching Accreditation Program Phase 1 – 3.</p> <p>Researched and developed a Coaching, Mentoring and Feedback Framework.</p> <p>Model and cycle of Peer Coaching developed and implemented across the school utilising the Growth Coaching and feedback model.</p> <p>Leadership Team used Growth Coaching model to enact DPP process.</p>
Develop and enact a Parent and Community Engagement framework.	<p>Shared Parent and Community Engagement Framework with school community.</p> <p>Prioritised and enacted Action Plan to focus on in 2017.</p> <p>Conducted monthly Parent Information Sessions based on feedback and survey results on school related and high interest topics.</p>
Ensure educational outcomes for Aboriginal and Torres Strait Islander students are addressed and targeted funds are used to support initiatives including Closing the Gap.	<p>Employed an Aboriginal Artist in Residence to support implementation of cultural programs and art programs across the school.</p>

Future Outlook

School priorities to be addressed in 2018:

- Develop and embed a consistent pedagogy related to high and low-tech alternative and augmentative communication systems which is appropriately resourced and consistently monitored to improve.
- Develop and implement a whole school approach to Maths which is appropriately resourced, consistently monitored and individually tracked to maximise student learning.
- Document and provide support to enact a collaboratively developed, evidence-based pedagogical framework.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	88	24	64	10	93%
2016	107	32	75	14	94%
2017	109	34	75	14	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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 2017 had 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 14% 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	5	6	
Year 4 – Year 6	6	7	
Year 7 – Year 10	6	7	
Year 11 – Year 12	7	7	

Curriculum Delivery

Our Approach to Curriculum Delivery

During 2017, Beenleigh Special School continued to implement the Australian Curriculum in all learning areas. The Individual Curriculum Plans for individual students Prep-Year 10 and Senior Education and Training Plans continued to cater for individual learning needs of our students.

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:

- ELB –Emergent Literacy Battery
- Developmental Writing Scale
- Dolch Sight Words
- Communication Matrix
- PM Benchmark
- Bridge Reading Assessment

Co-curricular Activities

NAIDOC Indigenous Performance
Interschool Sporting Programs
Sports Day
Logan City Council Calendar Competition
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

Overview

Beenleigh Special School is a Positive Behaviour for Learning (PBL) school and 2017 was the eighth year of this program. The PBL Team meet fortnightly and is responsible for leading the school through the PBL 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 DET staff input and support the pastoral care of our students. Very solid relationships were also formed with Twin Rivers Lions Club and Rotary Club of Beenleigh.

In 2017, the School Opinion Survey indicators maintained very high parent satisfaction in all areas. This can be attributed to a strong school focus on the improvement of parent and community engagement and communication with the school.

The whole school approach to PBL 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.

Students and staff at Beenleigh Special School were supported by one part time guidance officer in 2017.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	64%	100%	100%
this is a good school (S2035)	70%	100%	100%
their child likes being at this school* (S2001)	82%	100%	100%
their child feels safe at this school* (S2002)	82%	100%	100%
their child's learning needs are being met at this school* (S2003)	64%	100%	100%
their child is making good progress at this school* (S2004)	64%	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	100%
teachers at this school motivate their child to learn* (S2007)	89%	100%	100%
teachers at this school treat students fairly* (S2008)	90%	100%	89%
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)	80%	100%	100%
this school takes parents' opinions seriously* (S2011)	70%	100%	100%
student behaviour is well managed at this school* (S2012)	64%	100%	100%
this school looks for ways to improve* (S2013)	82%	100%	100%
this school is well maintained* (S2014)	90%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95.8%	100%	
they like being at their school* (S2036)	95.8%	90%	
they feel safe at their school* (S2037)	88%	100%	
teachers treat students fairly at their school* (S2041)	96%	95%	
their school gives them opportunities to do interesting things* (S2047)	100%	100%	

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	97%
they feel that their school is a safe place in which to work (S2070)	91%	96%	97%
they receive useful feedback about their work at their school (S2071)	95%	96%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	98%	94%
student behaviour is well managed at their school (S2074)	91%	93%	94%
staff are well supported at their school (S2075)	95%	96%	94%
their school takes staff opinions seriously (S2076)	98%	96%	94%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	81%	93%	97%
their school gives them opportunities to do interesting things (S2079)	98%	96%	97%

* Nationally agreed student and parent/caregiver items

'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.

In 2017, the school collaboratively developed a Parent and Community Engagement framework and shared this with the whole school community. As a result of this, several initiatives include monthly parent information sessions were held.

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 is very actively involved and committed to the school. A school Facebook page keeps the whole school community informed of school events and programs.

Respectful relationships programs

The school places a very high priority on teaching personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The following specific strategies/programs are utilised:

- Health and Physical Education Australian
- True Relationships and Reproductive Health program
- Positive Behaviour for Learning Program

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	14	18	29
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. In 2017 members of staff were encouraged to develop higher levels of awareness around energy-saving. 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. Although there has been an increase in both water and electricity usage, this could be attributed to a higher number of students and therefore classes in the school.

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	115,226	944
2015-2016	123,141	802
2016-2017	125,085	1,036

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	51	0
Full-time Equivalent	27	31	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	7
Graduate Diploma etc.**	7
Bachelor degree	21

*Teaching staff includes School Leaders **Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$ 26 356.

The major professional development initiatives were linked to the school improvement priorities and were as follows:

- CPR/First Aid
- MAPA Training
- PODD Workshop
- QASEL Conference
- Beginning Teacher's Conference
- Key Word Signing
- Specialised Health Training
- Mandatory Online Courses
- Act For Kids Workshop
- Trauma Informed Practice
- Growth Coaching – Peer Coaching
- OneSchool Training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	87%	87%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	91%	89%

*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 student attendance rate in 2017 for all Queensland Special schools was 88%.

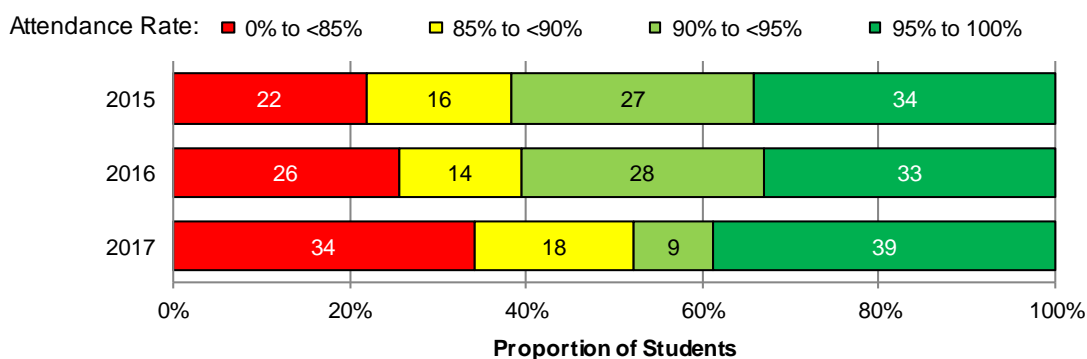
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	84%	77%	93%	82%	63%	96%	87%	DW	93%	92%	84%	90%	88%
2016	87%	87%	88%	92%	80%	69%	94%	88%	61%	92%	94%	89%	91%
2017	74%	83%	92%	83%	86%	81%	84%	95%	86%	91%	93%	89%	81%

*Attendance rates effectively count 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 Department of Education 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. A text messaging service is utilised to contact parents/carers regarding unexplained student absences.

Student attendance is monitored on a data wall. Certificates are issued to students who achieve above 90% attendance in a term or have achieved a significant increase in their attendance.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	11	10	5
Number of students awarded a Queensland Certificate of Individual Achievement.	11	10	5

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	0	0	0
2016	0	0	0
2017	0	0	0

As at 14th February 2018. The above values exclude VISA students.

In 2017, four students completed a Certificate I in Hospitality through a partnership with Windaroo Valley State High School.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12	
Description	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.beenleighspecial.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leaver's information

There were no early school leavers in 2017.