



Beenleigh Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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.

School progress towards its goals in 2018

Please find below the 2018 School Annual Report for Beenleigh Special School. The report briefly highlights achievements that occurred in 2018 and also summarises key areas of direction in 2019.

School Priority	Outcomes
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 student engagement and access to learning.	Provided professional development, mentoring and support on PODD and AAC to support program implementation.
	Employed consultant Amanda Hartmann to observe classroom practice and school environment, and provided feedback and delivered professional development focused on improving practice and student outcomes.
	Developed and embedded a consistent pedagogy related to high and low-tech alternative and augmentative communication systems focused on Key Word Signing, Proloquo2Go, core word boards and PODD books.
	Utilised Investing for Success funds to build capacity in AAC through professional development and AAC Coach role.

	AAC identified as a whole school priority in DPPs.
	Implemented a cycle of Peer Coaching developed and implemented across the school utilising the Growth Coaching and feedback model to build staff capacity in AAC. This observation, coaching and feedback cycle will be refined and further developed utilising an Inquiry Cycle in 2019.
Develop and implement a whole school approach to Maths which is appropriately resourced, consistently monitored and individually tracked to maximise student learning.	Purchased resources to support the implementation of Maths.
	Maths HOC supported design and implementation of whole school approach to Maths.
	Provided professional development, mentoring and support on differentiation in Maths.
	Implemented a cycle of Peer Coaching developed and implemented across the school utilising the Growth Coaching and feedback model to build staff capacity in Maths. This observation, coaching and feedback cycle will be refined and further developed utilising an Inquiry Cycle in 2019.
	Investigated, trialled and utilised Maths tracking tools to collect diagnostic data on each student
Document and provide support to enact a collaboratively developed, evidence-based pedagogical framework.	Explored and developed knowledge of a range of pedagogical frameworks with staff.
	Provided professional development related to pedagogy and requirements of a whole school pedagogical framework.
	Commenced work to collaboratively develop, document and adopt an agreed upon whole school pedagogical framework. This work will continue and be completed in 2019.
	Supported staff implementation of the framework through observation and feedback during classroom instruction. This observation, coaching and feedback cycle will be refined and further developed utilising an Inquiry Cycle in 2019.

Future outlook

School priorities to be addressed in 2019:

- 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 student engagement and access to learning.
- 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.

In 2019, Beenleigh Special School will commence major work to build a two-storey, twelve classroom building and to construct seven temporary classrooms on the oval to cater for the rapidly growing student enrolment. In August 2019, the school will have a School Review which measures the schools performance against the National School Improvement Tool.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	107	109	138
Girls	32	34	36
Boys	75	75	102
Indigenous	14	14	20
Enrolment continuity (Feb. – Nov.)	94%	94%	87%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	5	6	6
Year 4 – Year 6	6	7	6
Year 7 – Year 10	6	7	7
Year 11 – Year 12	7	7	7

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

During 2018, 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.

A part time Literacy Coach supported the implementation of a writing program utilising the Four Blocks approach to Literacy and a part time Maths Coach supported the design and roll out of a whole school approach to Mathematics. 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

A full time Alternative and Augmentative Communication (AAC) Coach supported the implementation of a whole school approach to AAC and built staff capacity in this priority area.

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. The use of interactive panels were introduced in some classrooms as an alternative to interactive whiteboards.

Student computers in the classrooms 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 2018 was the ninth 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 2018, 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 2018.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	96%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	96%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	92%	100%	96%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	96%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	89%	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%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	96%
• student behaviour is well managed at this school* (S2012)	100%	100%	96%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	94.4%	100%
• they like being at their school* (S2036)	90%	89.5%	90%
• they feel safe at their school* (S2037)	100%	89.5%	100%
• their teachers expect them to do their best* (S2039)	100%	94.7%	100%
• teachers treat students fairly at their school* (S2041)	95%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	89.5%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	97%	95%
• they feel that their school is a safe place in which to work (S2070)	96%	97%	88%
• they receive useful feedback about their work at their school (S2071)	96%	97%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	97%
• students are treated fairly at their school (S2073)	98%	94%	89%
• student behaviour is well managed at their school (S2074)	93%	94%	80%
• staff are well supported at their school (S2075)	96%	94%	84%
• their school takes staff opinions seriously (S2076)	96%	94%	86%
• their school looks for ways to improve (S2077)	100%	100%	92%
• their school is well maintained (S2078)	93%	97%	95%
• their school gives them opportunities to do interesting things (S2079)	96%	97%	92%

* 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	18	29	29
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. In 2018 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, staff and four additional temporary classrooms 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	123,141	125,085	128,260
Water (kL)	802	1,036	1,424

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb	Go	
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	33	62	<5
Full-time equivalents	32	40	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Masters	7
Graduate Diploma etc.*	7
Bachelor degree	19

*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 2018 were \$34 653.

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

- MAPA Training and Certification
- PODD Workshop
- QASEL Conference, ISAAC Conference, Beginning Teacher's Conference
- Key Word Signing
- AAC Expert Consultant

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	87%	86%	85%
Attendance rate for Indigenous** students at this school	91%	89%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

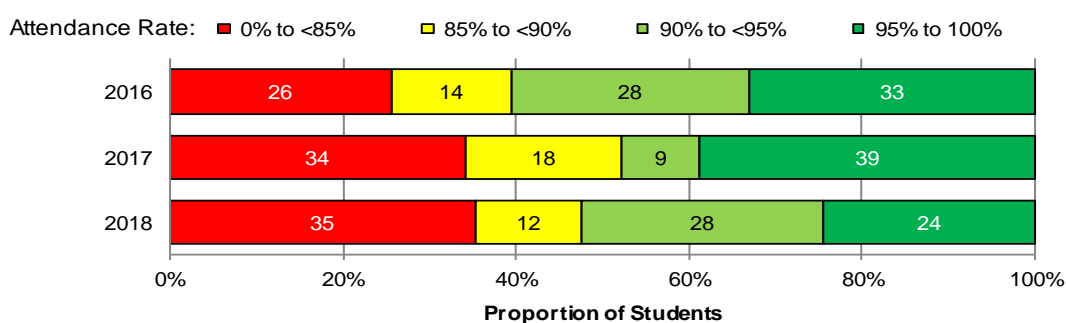
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	87%	74%	90%	Year 7	88%	95%	85%
Year 1	87%	83%	81%	Year 8	61%	86%	84%
Year 2	88%	92%	87%	Year 9	92%	91%	85%
Year 3	92%	83%	85%	Year 10	94%	93%	85%
Year 4	80%	86%	88%	Year 11	89%	89%	96%
Year 5	69%	81%	86%	Year 12	91%	81%	91%
Year 6	94%	84%	75%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	10	5	10
Number of students awarded a QCIA	10	5	10
Number of students awarded one or more VET qualifications (including SAT)	0	0	1
Number of students who were completing/continuing a SAT	0	0	1
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	0%	0%	10%

Table 14: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	1

Note:

The values in table 13 and 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Apparent retention rate – Year 10 to Year 12

Table 15: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		83%	122%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		100%	200%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

There were no early school leavers in 2018.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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