Beenleigh Special School

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Improvement 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.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	109	138	166
Girls	34	36	44
Boys	75	102	122
Indigenous	14	20	23
Enrolment continuity (Feb. – Nov.)	94%	87%	94%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	6	6	6
Year 4 – Year 6	7	6	6
Year 7 – Year 10	7	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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here https://www.qld.gov.au/education/schools/information/programs.

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

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is currently under review. Our school's current Responsible Behaviour Plan with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at https://www.qld.gov.au/education/schools/health.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	96%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	93%
• their child feels safe at this school* (S2002)	100%	96%	93%
• their child's learning needs are being met at this school* (S2003)	100%	100%	93%
• their child is making good progress at this school* (S2004)	100%	96%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	93%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	93%
• teachers at this school treat students fairly* (S2008)	89%	100%	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%	96%	100%
• student behaviour is well managed at this school* (S2012)	100%	96%	93%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	93%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	94.4%	100%	-
• they like being at their school* (S2036)	89.5%	90%	83%
• they feel safe at their school* (S2037)	89.5%	100%	96%
• their teachers expect them to do their best* (S2039)	94.7%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	93%
• their school gives them opportunities to do interesting things* (S2047)	89.5%	100%	96%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	97%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	88%	96%
• they receive useful feedback about their work at their school (S2071)	97%	94%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	97%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	94%	89%	98%
• student behaviour is well managed at their school (S2074)	94%	80%	94%
• staff are well supported at their school (S2075)	94%	84%	96%
• their school takes staff opinions seriously (S2076)	94%	86%	98%
• their school looks for ways to improve (S2077)	100%	92%	100%
• their school is well maintained (S2078)	97%	95%	94%
• their school gives them opportunities to do interesting things (S2079)	97%	92%	98%

Parent and community engagement

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at
https://education.qld.gov.au/parents-and-carers/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 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	2017	2018	2019
Short suspensions – 1 to 10 days	29	29	15
Long suspensions – 11 to 20 days	0	0	1
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	125,085	128,260	149,939
Water (kL)	1,036	1,424	1,251

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

Search by school name or suburb	School sector	School type	State	🔍

	View School Profile

3. Click on 'View School Profile' of the appropriate school to access the school's 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 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	38	70	<5
Full-time equivalents	37	47	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 9: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

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 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Special schools was 86%.

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

Table 10: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	86%	85%	84%
Attendance rate for Indigenous** students at this school	89%	83%	80%

* 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 11: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep	74%	90%	84%
Year 1	83%	81%	83%
Year 2	92%	87%	80%
Year 3	83%	85%	82%
Year 4	86%	88%	87%
Year 5	81%	86%	91%
Year 6	84%	75%	87%

Year level	2017	2018	2019
Year 7	95%	85%	85%
Year 8	86%	84%	82%
Year 9	91%	85%	79%
Year 10	93%	85%	83%
Year 11	89%	96%	89%
Year 12	81%	91%	90%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	34	18	9	39
2018	35	12	28	24
2019	44	13	15	29

Proportion of Students
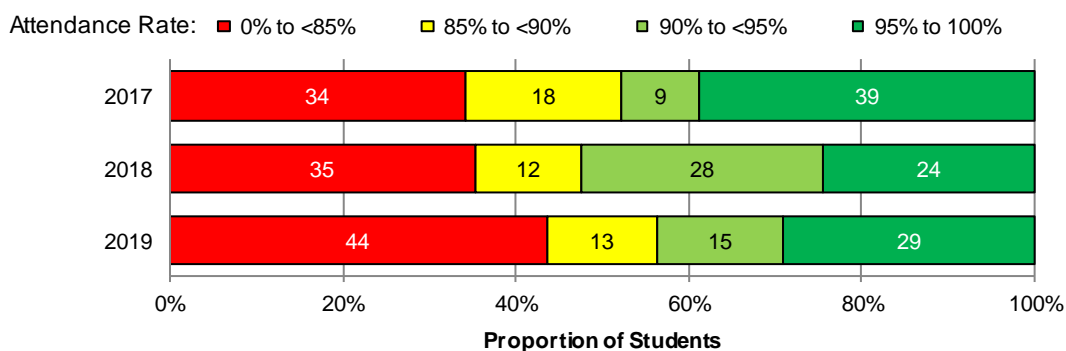
Description of how this school manages non-attendance

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

Tables 12–13 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students awarded a VET qualification.

Table 12: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	5	10	3
Number of students awarded a QCIA	5	10	3
Percentage of Indigenous students who received an OP	0%	0%	0%
Number of students awarded one or more VET qualifications (including SbAT)	0	1	0
Number of students who were completing/continuing a SbAT	0	1	0
Number of students awarded an IBD	0	0	0

Table 13: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	0	1	0
Certificate II	0	0	0
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 14: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	83%	122%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	200%	100%

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

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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 https://beenleighspecs.eq.edu.au.