



Beenleigh Special School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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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 4 to 19 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 Forward

Introduction

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

School Progress towards its goals in 2016

School Priority	Outcomes
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.	Provided professional development, mentoring and support on Balanced Literacy to support program implementation.
	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.
	Employed Four Blocks Model consultant Jane Farrall to observe classroom practice, provide feedback and deliver professional development focused on improving practice and student outcomes.
	Utilised Investing for Success funds to purchase resources to support implementation of Balanced Literacy across the school
	Balanced Literacy planning template used to record weekly programs. Feedback provided to teachers on a weekly basis.
	Planned and scheduled meetings for teachers with Leadership team twice per term as check in points on planning including ICPs, assessing and reporting.
	Utilised Investing for Success funds to build capacity of one teacher in implementation of Master Teacher Project and Balanced Literacy program, allowing for additional teachers to be involved in the project.
	Literacy identified as a whole school priority in DPPs.
	Developed and embedded a consistent pedagogy related to low-tech alternative and augmentative communication systems including modelling use of verbal language, symbols and PODD books.
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.	Implemented use of Communication Matrix, PM Benchmarks, Dolch, UAELB, Reading Our Way and Concepts of Print to inform decision making, ICP development, unit planning and identify emergent and conventional learners.
	Developed expectations for data collection for ICP and Literacy evidence including ICP Evidence Template. Provided feedback to staff.
Develop and enact a Parent and Community Engagement framework.	Developed framework in consultation with whole school community, including P&C. Shared framework with whole school community.
Explore and develop opportunities to provide support to parents and families through information sessions, Parent Support groups and volunteer programs.	Surveyed parents to identify topics and areas of interest requiring additional support or information. Conducted events and information sessions in accordance with identified need.
	Volunteer Reading Program implemented involving local community members and parents/carers.

Future Outlook

School priorities to be addressed in 2017:

- 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.
- Develop and enact formal, constructive feedback, coaching and mentoring processes for teachers aligned to school improvement priorities.
- Develop and enact a Parent and Community Engagement framework.
- Ensure educational outcomes for Aboriginal and Torres Strait Islander students are addressed and targeted funds are used to support initiatives including Closing the Gap.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	76	21	55	7	92%
2015*	88	24	64	10	93%
2016	107	32	75	14	94%

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

In 2016, 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

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 2016 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 12% 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	2014	2015*	2016
Prep – Year 3	6	5	6
Year 4 – Year 7	5	6	7
Year 8 – Year 10	6	6	7
Year 11 – Year 12	7	7	7

Curriculum Delivery

Our Approach to Curriculum Delivery

During 2016, 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 2016 was the seventh 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. e. g. FSG Beenleigh for families across the school and Red Cross Employment Services for our Senior Secondary students. Very solid relationships were also formed with Twin Rivers Lions Club and Rotary Club of Beenleigh.

In 2016, the School Opinion Survey indicators showed a large increase in parent satisfaction in all areas from the previous year. 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 2016.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	92%	64%	100%
this is a good school (S2035)	100%	70%	100%
their child likes being at this school* (S2001)	93%	82%	100%
their child feels safe at this school* (S2002)	93%	82%	100%
their child's learning needs are being met at this school* (S2003)	87%	64%	100%
their child is making good progress at this school* (S2004)	87%	64%	92%
teachers at this school expect their child to do his or her best* (S2005)	87%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%	100%
teachers at this school motivate their child to learn* (S2007)	100%	89%	100%
teachers at this school treat students fairly* (S2008)	100%	90%	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)	93%	80%	100%
this school takes parents' opinions seriously* (S2011)	100%	70%	100%
student behaviour is well managed at this school* (S2012)	100%	64%	100%
this school looks for ways to improve* (S2013)	93%	82%	100%
this school is well maintained* (S2014)	100%	90%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	95.8%	100%
they like being at their school* (S2036)	90%	95.8%	90%
they feel safe at their school* (S2037)	90%	88%	100%
teachers treat students fairly at their school* (S2041)	95%	96%	95%
their school gives them opportunities to do interesting things* (S2047)	80%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	74%	91%	96%
they receive useful feedback about their work at their school (S2071)	77%	95%	96%
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)	97%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	98%
student behaviour is well managed at their school (S2074)	53%	91%	93%
staff are well supported at their school (S2075)	71%	95%	96%
their school takes staff opinions seriously (S2076)	68%	98%	96%
their school looks for ways to improve (S2077)	77%	100%	100%
their school is well maintained (S2078)	77%	81%	93%
their school gives them opportunities to do interesting things (S2079)	79%	98%	96%

* 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.

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 2016 to keep 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 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	2	14	18
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.

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 2016 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. Although there has been an increase in electricity use, there has been a considerable decrease in water consumption.

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
2013-2014	117,499	804
2014-2015	115,226	944
2015-2016	123,141	802

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	45	<5
Full-time Equivalents	25	28	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	20
Diploma	0
Certificate	0

*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 2016 were \$20 234.00. The major professional development initiatives were linked to the school improvement priorities and were as follows:

- First Aid Training
- AGOSCI National Tour
- QASEL Conference Registration
- PATH Training
- QCIA Workshop
- OneSchool Literacy Continuum
- Key Word Sign Presenter Training
- Growth Coaching Accreditation Phases 1-3
- South East Region Conference
- Know Your Data Workshop
- Jane Farrall Consultancy
- SECC Conference

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

Description	STUDENT ATTENDANCE 2016		
	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	82%	91%

*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.

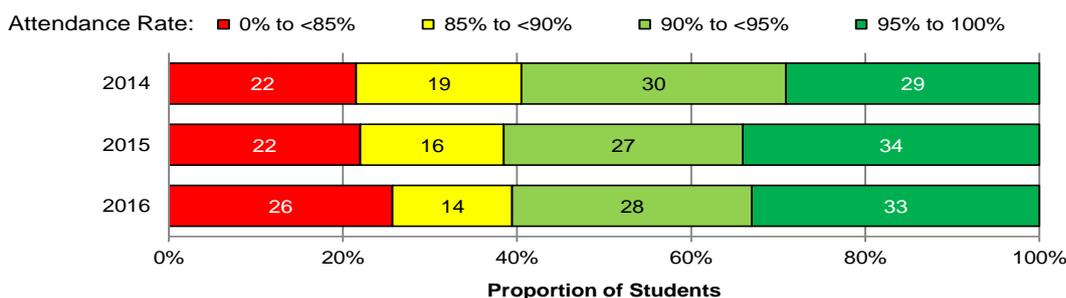
The overall student attendance rate in 2016 for all Queensland Special schools was 89%.

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
2014	91%												
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%

*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.

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. A text messaging service is utilised to contact parents/carers regarding unexplained student absences.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded a Queensland Certificate of Individual Achievement.	5	11	10

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	1	0	0

As at 3rd February 2017. The above values exclude VISA students.

In 2016, one student completed a Certificate I in Hospitality through a partnership with Windaroo Valley State High School.

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September. 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 2016.