

# Narbethong State Special School Queensland State School Reporting 2015 School Annual Report



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## Principal's foreword

### Introduction

The scope of this report is to outline the school's achievements and success in 2015 and support our Annual Implement Plan for 2016, our Investing for Success Plan (previously known as Greater Results Guarantee) and our Quadrennial School Review. We will articulate our accomplishments and future commitment to providing a school environment that provides quality, individualized needs based programs in an educational setting where the whole school community can feel safe, valued and happy. It provides information about the levels of satisfaction amongst our parents, students and members of staff, and also provides a profile of our staff. The School Annual Report also provides details about the performance of our students including their attendance, achievements and their attainment of qualifications.

Our school community consists of students, staff and families all working together with supporting professionals to provide a specialized educational environment which focuses on positive learning outcomes. These outcomes are based on the strong relationship between staff and students. Our school provides programs for students from Prep to Year 12 and also features an Early Childhood Development Program (ECDP).

We have continued to build on the expertise and knowledge of our staff and develop initiatives that encourage, nurture and support the developmental, social and emotional growth of our students. The school has continued to strengthen professional partnerships with other educational facilities and supports opportunities for professional visitors who seek to learn more of our curriculum, methodology and educational programs.

### School progress towards its goals in 2015

#### Australian Curriculum

- ✓ Align the general capabilities (Literacy & Numeracy) with the FIELA curriculum and the Expanded Core Curriculum for students with Vision Impairment.
- ✓ SWD C2C units explored and specific adjustments incorporated for students
- ✓ Student results moderated

#### Differentiation

- ✓ Individual Learning Plans for all students
- ✓ Individual Curriculum Plans for all students
- ✓ Educational Support Plans for specific students
- ✓ Acting Head of Curriculum (HOC) and selected teachers participation in SECC workshops and meetings

#### Parent & Community Engagement

- ✓ Information sessions provided to families
- ✓ Parent involvement in goal setting with staff for their child
- ✓ Continued to build relationships with other schools
- ✓ Strengthened sharing of resources between Narbethong & Buranda State School

We continue to align the Australian Curriculum with the Expanded Core Curriculum (specific for student with vision impairment) using Active Learning as our methodology to engage students. The staff are committed to professional learning and attend fortnightly in-school PD which is usually presented by peers or other professional staff based within our school. Individual staff have engaged in courses to further enhance their knowledge and ability to work in different areas of the school and staff have strengthened their knowledge, understanding and implementation of the Australian Curriculum.

Collection of data focussed on student learning outcomes and engagement is ongoing and is invaluable for future planning and the provision of best practice within the school. Our HOC (Head of Curriculum) continues to provide assistance to staff strengthening their ability to embed literacy and numeracy within work units. Student learning is maximised enabling students to reach their full potential by offering differentiated and individualised programs and assessment.

We continue to strengthen our professional relationships with overseas educational facilities and our school hosts many professional visitors from other schools within Australia. Staff are encouraged to continue relationships with visitors and offer further support via email. Our school and wider community have continued to be an ongoing support system for our school.

We remain focussed to improve and expand staff understanding of student communication strategies and systematic data collection for analysis and implementation of best practices. Orientation & mobility strategies have been further enhanced with the required language and positional concepts of this area of learning becoming embedded within our literacy and numeracy programs. We have continued to build on our expertise to assist parents and students in their transition years from school to post-school options.

### Future outlook

Narbethong State Special School will continue to focus on strategies, methodology, knowledge and practice to ensure improved learning experiences and outcomes for our students.

Key specific areas:

- Embed Literacy, Numeracy & Communication ensuring alignment with community expectations
- Build ICT knowledge and skills across the school with a strong focus on curriculum access
- Create opportunities for staff to gain experience leading focus projects in the school
- Engage in on-going professional development relating to curriculum, methodology and the ECC (Expanded Core Curriculum)
- Build staff knowledge/opportunities and resources around complex communication, vision impairment and communication and the use of augmentative and alternative communication systems
- Continue the DPF process with all staff (teaching and non-teaching)
- Continue value added to our ECDP with particular focus on the needs the early intervention programs and professional development for staff working in this area
- Continue to engage community participation within all aspects of school business

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	64	27	37		97%
2014	57	25	32		98%
2015	59	24	35	1	98%

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

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

In 2015, Narbethong also offered Child & Family, Playgroup and Pre Prep programs to 27 students.

### Characteristics of the student body:

All school aged enrolments are students who have vision impairment, intellectual impairment and, in most cases, have additional impairments. Children enrolled in our ECDP have a vision impairment but may not have any additional impairments. These children benefit from our early intervention program before enrolling in education elsewhere. The specialist support required by our students necessitates a very close relationship between home and school and this strengthens our ability to provide the most appropriate and enriched educational program for students.

Each class group is carefully selected to reflect the physical, cognitive and medical needs of our students with the appointment of appropriately trained teachers and teacher-aides. The majority of our classes reflect teacher/student ratio of 1:4 with the additional staffing of school nurse, occupational therapist, physiotherapist, speech language pathologist and guidance officer.

Many students require mobility assistance and have complex medical needs. There are no notable cultural groups or socio-economic groups which characterise the student population. Our enrolment is drawn from all suburbs within Brisbane and the northern end of Logan and the eastern suburbs of Ipswich. The majority of our students receive transport assistance to and from school.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	3-4	3-5	4
Year 4 – Year 7 Primary	3-4	3	4
Year 7 Secondary – Year 10	4	4	4
Year 11 – Year 12	4	4	3

### School Disciplinary Absences

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

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

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

### Curriculum delivery

#### Our approach to curriculum delivery

Across our entire school we continue to use the methodology of 'Active Learning' to deliver all curriculum and learning experiences for our students. We follow the school motto of 'LEARN BY DOING'. Our school seeks to provide a safe, happy, supportive learning environment that creates a feeling of trust and security for our students and families. We strive to assist all students to develop to their individual potential.

## Extra curricula activities

Alternative curricula activities are offered with the curriculum for learners at Narbethong. Therefore it is difficult to categorise learning activities and curriculum offerings as 'extra' curricula activities.

- Indoor heated pool for participation in relaxation exercises and water confidence
- Cycle program with a number of highly modified bicycles
- Multi-sensory programs
- Sailability – small craft sailing program with the Wynnum area
- Wheelchair dancing
- Yoga – positional and relaxation
- Choir program
- Whole school activities (sport/music/interactive days with invited schools)
- School 'sleep-overs'
- Selected Arts Councils and commercial programs are attended by students each year
- Darling Point 'Fun Run' & Wellington Point Picnic Day
- Braille Literacy Challenge

## How Information and Communication Technologies are used to improve learning

A vast range of technology devices are used to support student learning and encourage engagement with both the curriculum and staff. Speech communication books (PODDs), touch screens, switches, cause/effect devices and a range of adapted software and hardware are utilized by class teachers. Both staff and therapists are constantly sourcing/trailing suitable devices to meet current and future student needs.

## Social Climate

There is a strong sense of community amongst the families and staff at Narbethong. Our focus is building positive relationships and we do this by showing respect for each other and establishing student learning experiences focused on the provision of positive learning experiences. A good partnership between home and school is consciously developed through a variety of avenues such as communication books, newsletters, face-to-face meetings, community/school open days and celebration days. Families are invited and encouraged to visit classrooms to discuss student progress/issues. All of these support our environment that is intentionally inviting and forms the basis for sound, respectful relationships.

Our student-centered approach is a critical component within the school climate and is evidenced with students in our ECDP through the entire school to our Senior students and their transition to post-school life. Our intention is to provide excellence in education by offering quality programs that identify and address barriers while acknowledging the diversity within our student population. All student successes are appropriately recognised and celebrated widely throughout the school and the community. Staff skills, training and enthusiasm along with the support of volunteers are important and acknowledged factors in assisting students who face significant challenges in their development.

The school continues to achieve good practice compliance levels in WPH&S, Purchasing Controls, Risk Management, Emergency Training Procedures and First Aid.

School Opinion Surveys continue to indicate a very high level of satisfaction for programs, methodology, enrolment and professionalism provided within the school. Staff members feel valued and effective within their roles and this is evidenced by the support given to colleagues and school Administration to ensure best practice continues.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	100%
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%	100%
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)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	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%	100%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	97%	100%	96%

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

Due to the severity of disabilities among the students, we do not receive student survey responses

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	100%	99%
they feel that their school is a safe place in which to work (S2070)	94%	99%	99%
they receive useful feedback about their work at their school (S2071)	82%	99%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	90%	100%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%

**Performance measure**

Performance measure	2013	2014	2015
Percentage of school staff who agree <sup>#</sup> that:			
student behaviour is well managed at their school (S2074)	97%	100%	100%
staff are well supported at their school (S2075)	83%	99%	97%
their school takes staff opinions seriously (S2076)	86%	99%	95%
their school looks for ways to improve (S2077)	93%	100%	99%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	100%	100%

# '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**

Teachers communicate daily with parents either via the student's communication books or by telephone or email. Formal meetings – either face to face or telephone – are held every 6 months. Parents are also involved in developing Transition Plans and Educational Adjustments Profiles for students at critical junctures in their schooling. Parents are made to feel welcome to visit classrooms and attend school celebrations.

The school provides a quarterly newsletter with additional information sent home on a needs basis. The school website includes newsletters, reports, events information and regular updates.

Narbethong has consistently received high levels of parent and staff satisfaction over the years and this is due to the strong relational partnerships that are fostered and maintained throughout the school.

**Reducing the school's environmental footprint**

Our school is fully air-conditioned to meet the medical needs of many of our students, and our staff are consistently encouraged to turn off power to non-essential appliances during the day and overnight as a means of reducing our overall power consumption.

Planting of vegetation and small trees is ongoing throughout the school grounds with the inclusion of edible plants used within the student's daily life skills programs. We also have a number of water tanks which are used to support the care of plants within the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	216,860	289
2013-2014	223,416	0
2014-2015	240,688	

\*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.

We have some shared facilities with Buranda State School and this school is responsible for the water consumption payment across both schools.

**Our staff profile****Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	52	<5

Full-time equivalents

29

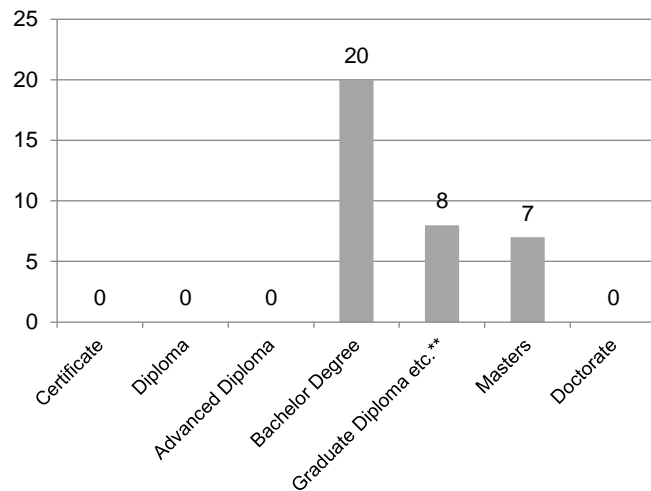
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### Qualification of all teachers

The majority of our teachers have attained a Bachelor degree with a major in some component of Special Education. A number of staff have now obtained their Masters degree in the area of Vision impaired. Currently there is no University within Queensland that offers training in the field of vision impairment and teachers are required to source professional training from interstate.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.**	8
Masters	7
Doctorate	0
<b>Total</b>	<b>35</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 19,076.83

The major professional development initiatives are as follows:

Mandated EQ policies: Code of Conduct, Student Protection, Asbestos Management, Risk Assessments, WPH&S, Developing Performance Plans

School specific: First-Aid, CPR, Manual Handling & Safe Lifting, Medication Administration, Epilepsy, Diabetes, Asthma training, PEG feeds.

School Focus Areas: Communication, Australian Curriculum, Orientation & Mobility, Dual Sensory loss, disability specific PD

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	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 2015 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

Sector:

Government

Non-government

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

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	85%	85%	83%
The attendance rate for Indigenous students at this school (shown as a percentage).			DW

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

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

Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013													
2014	84%												
2015	85%	94%	89%	91%	80%	95%	26%	80%	91%	91%	89%	62%	71%

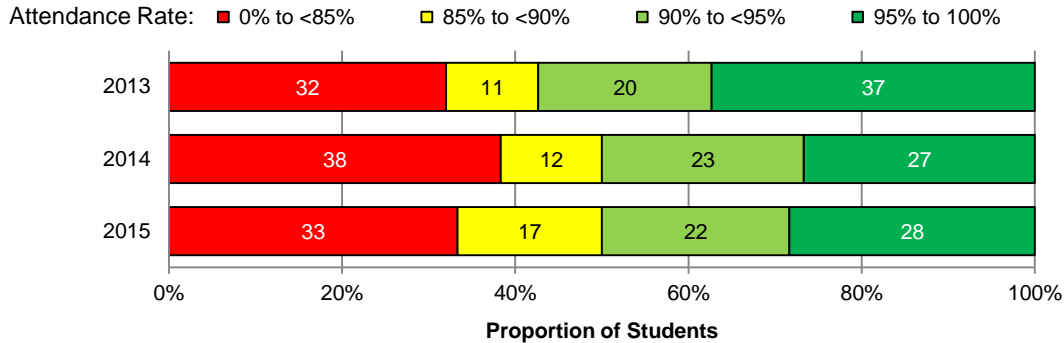
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total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

DW = Data withheld to ensure confidentiality.



## Student attendance distribution

The proportions of students by attendance range.



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Parents are requested to inform the school of student absences and reasons.

The majority of our students receive transport assistance to travel to and from school and this lessens concerns and evidence of unexplained absenteeism.

A number of our students have complex health issues which can result in ongoing and extensive hospital admissions. In this event the school attempts to maintain school/parent contact in order to support families during an often stressful time. The school is sensitive to the families and attempt to not interfere and cause additional stress by constantly contacting them, rather we offer support and invite them to maintain regular contact.

Teachers record attendance within OneSchool roll marking and will telephone families if absences are unexplained. Concerns regarding extended absence without reason if managed by a team approach involving the class teacher, school nurse, guidance officer and a member of the school administration team. If deemed necessary we may seek additional support from government agencies other than Education Queensland.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Due to the complex educational adjustments needed for our students and the severity of their disabilities we currently have no student who participates in the NAP.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, 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

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Sector:

Government

Non-government

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

School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	4	6	3
Number of students awarded a Queensland Certificate of Individual Achievement.	4	6	3
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	0%	0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 16 February 2016. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	0	0	0	0	0
2014	0	0	0	0	0
2015	0	0	0	0	0

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	0	0	0
2014	0	0	0
2015	0	0	0

As at 16 February 2016. The above values exclude VISA students.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

NA