

Queensland State School Reporting – 2011

Narbethong State Special School (3140)



Postal address	25 Salisbury Street Buranda 4102
Phone	(07) 3823 0777
Fax	(07) 3823 0700
Email	the.principal@narbethongspecs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Anne Nystrom, Principal

Principal's foreword

Introduction

This school report articulates some of the achievements of our school in the 2011 school year. Additional information about curriculum offerings, programs, philosophy and methodology can also be found in other sections of our website. It has been another significant year in the lives of the students from the ECDP groups through to our Senior school students. We continue to focus on building the expertise and knowledge of our staff and develop initiatives that encourage, nurture and provide support for the developmental, social and emotional growth of our students.

The school continues to provide professional opportunities to other educators from within Queensland, New South Wales and the ACT. We encourage reflection, evaluation and the enhancement of student opportunities via considered discussion and professional debate among our staff. Our goal, aligned with our families, is to continue in our provision of a nurturing, safe, happy and individual learning environment for our students that will enrich their lives and support their development.

Community members interested in finding out more about our programs are welcome to contact the school. We welcome professional visitors and families of children with vision impairment and additional disabilities to visit our school to discuss our programming and methodology.

School progress towards its goals in 2011

Alignment of the FIELA curriculum with the introduction of the Australian curriculum has been supported within the school by the provision of a school based curriculum coordinator. Key teachers positioned within different settings of the school have met regularly to ensure the success of this key focus for our school.

All teachers have developed their own Professional Development Plan and have discussed these with the Principal and gained support and encouragement to take ownership of these plans.

Professional development opportunities for staff have included the provision of shared knowledge and experiences via tele-conferencing, hosting of overseas professionals and nominated requests for specialised opportunities to either impart knowledge to others or seek more informational sources.

Additional classroom spaces have been made available through renovation of current areas.

Increase in support provided by other community organisations and volunteers including the strengthening of relationships with other schools.

Continued and improved results in areas found within the Teaching & Learning Audit and the School Opinion Survey.

Queensland State School Reporting – 2011

Narbethong State Special School (3140)



Future outlook

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

Key specific areas:

Continued alignment of the FIELA curriculum with the Queensland curriculum and ACARA.

Continued examination of relevant data collection to direct school planning needs

Continued workforce planning aligned with staff Professional Development Plans

Continued professional relationships with other educational facilities both in Queensland and interstate.

Upgrade of current classroom facilities to ensure adequate rooms for predicted student growth.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Students are ungraded and are grouped according to developmental needs and abilities.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
57	23	34	96%

Characteristics of the student body:

All enrolled students are vision impaired, intellectually impaired with many with additional impairments. The specialist nature of support necessitates a very close relationship forming between home and school and this strengthens our ability to provide the most appropriate educational program for each student.

Class sizes:

Each class grouping is individualised to reflect the physical, cognitive and medical needs of the students with the assistance of at least one Teacher and one Teacher-Aide. The majority of our classes reflect an adult/ student ratio of 1 adult for every 2 students with the assistance of additional professionals providing a service throughout the school population – nurse, Physio, O/T, SLP, Guidance Officer and Orientation & Mobility Teachers.

Demography:

Most of the students require mobility assistance and many have high medical needs. There is no particular cultural group or socio-economic group which characterise the student body. Students are drawn from an array of cultural and socio-economic groups from within the Brisbane, Logan and Ipswich areas. Most students receive assisted transport to and from the school.

School Disciplinary Absences

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

Curriculum offerings

Our distinctive curriculum offerings

Active Learning methodology and philosophy
Orientation and Mobility strategies
Development of Independent Living Skills
Leisure and Recreation activities
Community Access & Travel training
Braille learning programs
Literacy & Numeracy
Technology
Communication methods
Hydrotherapy program
Music program

Extra curricula activities

Horse riding for the Disabled
Sailability
Hydrotherapy activities
Wheelchair dancing

How Information and Communication Technologies are used to assist learning

ICT supports include iPads, Switches, Computers to enable/encourage students to participate, access and communicate within the environment their needs and wants. A variety of technology devices are being trailed by staff and students to gauge suitability to meet student's current and future needs.

Social climate

A student-centered approach is the crucial component within the social climate of the school and continued to develop over a number of years. From the ECDP through to the Senior school students and the transition to post school life, students and their families are supported from school staff, parent networks and outside agencies.

Our intention is to provide excellence in education through an offering of 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 enthusiasm along with the support of volunteers is an important and acknowledged factor in assisting students who face significant challenges in their development.

The school is supported by the P&C Association, which via their fundraising activities; assist with the purchase of specialised equipment and resources for use throughout the school.

School surveys continue to indicate a high satisfaction level for the programs, methodology, enrolment and professionalism provided within the school. Staff feel valued and effective within their roles and are evidenced to provide support to colleagues and Administration to ensure best practices continue.

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

Parent, student and teacher satisfaction with the school

Narbethong Special School 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.

Due to the severity of student disabilities it is not appropriate to attempt to elicit responses.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	94%
Percentage of students satisfied that they are getting a good education at school	%
Percentage of parents/caregivers satisfied with their child's school	97%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	91%
Percentage of staff members satisfied with morale in the school	96%

DW – Data withheld

Involving parents in their child's education

Narbethong State Special School offers opportunities for parents/carers to be involved within the school through volunteer programs. Activities where parents can volunteer their support include but are not limited to the following:

Assisting in the hydrotherapy sessions

Accompanying classes on community outings

Supporting the activities/celebrations organised by the school P&C Association

Actively seeking input from parents/carers with the planning/design of the IEP.

Daily communication with parents/carers is maintained via a communication book which travels between home and school. Parents are encouraged to telephone or make arrangements to visit with any concerns or questions they may have. Teachers and therapists communicate with parents on a regular basis and provide professional advice and direction for support groups, respite care and other agencies. Parents/Carers are kept informed of events and general information via a school newsletter which is produced and sent home weekly.

The school is challenged to adequately gain consistent volunteer support for its hydrotherapy program due to the diversity and home location of many of our families. Our experiences however allow us to be sensitive to the limitations lifestyles impact on some of our families to offer 'hands on support' and we are very appreciative of the support we do receive from parents. We are also very aware and grateful for the support we receive from other schools with provision of social interactions with age appropriate peers for our students.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our staff are consistently reminded to turn off the power to non-essential electricity appliances during the day and overnight as a means of reducing our overall power consumption. Our hydrotherapy pool's heating system is provided by gas which is a more cost effective and cleaner way of heating.

The school also encourages recycling of paper and the recycling of everyday objects for use within the classroom.

Planting of vegetation and small trees is ongoing throughout the school grounds with the inclusion of some eatable plants used within the daily life skills program.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	227,853	236
2010	242,714	285
% change 10 - 11	-6%	-17%

Performance of our students

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	24	42	0
Full-time equivalents	21	23	0

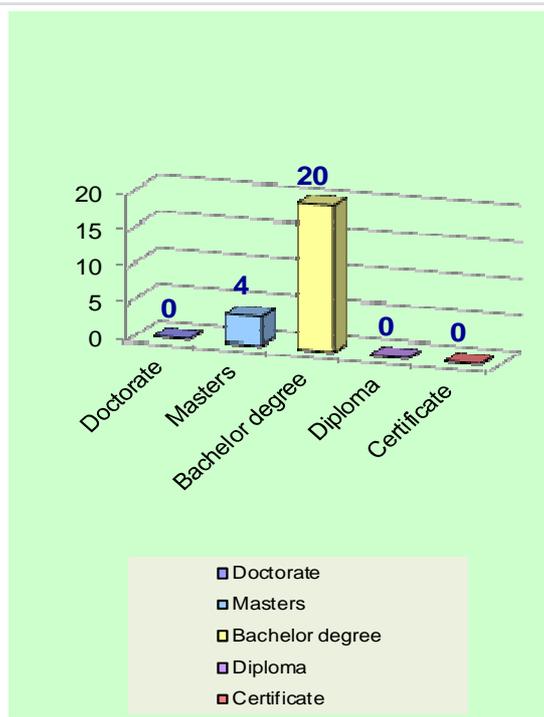
Qualifications of all teachers

There are presently no teachers with a Doctorate, with the overwhelming majority staff having attained a Bachelor's degree with a major component within Special Education. It is desirable for staff to either have a degree in the area of vision impaired or multiple impaired disabilities. A number of staff, while continuing to work, are continuing to gain further knowledge by engaging in a Master's Degree.

Highest level of attainment

Number of classroom teachers and school leaders at the school

Doctorate	
Masters	4
Bachelor degree	20
Diploma	0
Certificate	0



Performance of our students

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was - **\$23,158.00**.

The major professional development initiatives are as follows:

Mandated Education Queensland inservices: Code of Conduct, Student Safety, Workplace Health & Safety.

School based inservices: Manual Handling & Safe Lifting, First-Aid, CPR, Fire Evacuation & Lock-Down Procedures

Orientation & Mobility

Communication

Active Learning

Curriculum – alignment with ACARA

IPads and Technology devices

Autism & other disabilities

EAPs

PDF

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

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 2011 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Performance of our students

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 81%.

The overall attendance rate for all Queensland state Special schools over the same period was 89%.

Student Attendance Distribution

As our school is a special education facility our students are ungraded. Our ECDP offers sessions for students from birth to Prep age with a number of parent options then made available for students. Enrolment can be to their neighbourhood Prep facility, a state school facility with a special education program for educational support, private or independent school with advisory visiting teacher support (where applicable) or early entry to special school facilities. Enrolment to our school provides students with 24 semesters of education (12 years). Students enrolling at a later age have their semester count adjusted accordingly

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

A number of our students have complicated health issues which can result in ongoing extended hospital admissions. In this event the school attempts to maintain parent/school contact to support families during an often stressful time.

Attendance is recorded twice daily and this data is entered into the departmental data system. Any concerns around extended absence without reason is managed by a team approach involving the class teacher, school nurse, guidance officer and a member of the school administration team. If necessary we may contact outside agencies for support.

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 high educational support needs of our students we currently have no students who participate in the National Assessment and documentation is completed by the parents and school for exception purposes.

Comparison between student with and without intellectual, vision or multiple disabilities has little relevance and would be considered unethical and meaningless by many.

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/>.

Performance of our students

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

Achievement – Closing the Gap

Currently our school has no students who identify as Indigenous.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 100%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	2
Number of students awarded a Queensland Certificate Individual Achievement.	2
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	0
Number of students awarded one or more Vocational Educational Training qualifications.	0
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0

Performance of our students

Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	N/A
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	N/A

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	0	0	0	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
0	0	0

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

It is not common for our students to exit school prior to the completion of their 24 semester allocation. All senior students complete a Certificate of Individual Achievement during their final phase of learning and in keeping with their Individual Education Plan and SET Plans they experience program opportunities in other settings as part of their exploration of post-school options.