

Narbethong State Special School (3140)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

It gives me great pleasure to provide the School Annual Report for the 2012 school year. Narbethong State Special School opened in 1963 and has continued to provide highly adjusted and individualised education programs for our students. This school report articulates some of the achievements for our school in the 2012 school year. We are committed to providing a school environment that provides quality, individualised, needs based programs in a setting where the whole school community can feel safe, valued and happy.

We continue to focus on building the expertise and knowledge of our staff and develop initiatives that encourage, nature 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 from within Australia and overseas who seek to learn more of our methodology and educational programs.

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 the scope of curriculum we provide.

Our student population continues to benefit from the support of our community – service groups, local businesses, churches and other government organisers- this support has assisted the school to purchase much needed specialist equipment to aid in the provision of our programs.

School progress towards its goals in 2012

We have continued with our progress to align the FIELA curriculum, with both the Queensland curriculum and the Australian curriculum (ACARA). Staff members attend fortnightly professional development provided by our CCT with the focus being on all things curriculum. This commitment to professional development has strengthened staff knowledge and ability to make necessary disability specific adjustments to the regular curriculum within key learning areas.

Continuation of using the most appropriate data collection methods is an ongoing development for our school.

All teaching staff and teacher-aides have professional development plans and the information contained within each supports our direction for group and individual professional development sessions.

We have continued to strengthen our relationships with overseas educational facilities. 2 of our teachers were the key presenters at a conference held in the USA in January 2012. 4 teachers attended a 2 day conference in New South Wales with the focus being on the needs of students with vision impairment and multiple disabilities. Within each of these opportunities staff members were able to network and develop email contacts with educators who are providing educational programs for students with similar needs to the students at our school.

The facilities upgrade has been completed and we have an additional 2 general learning areas which are being used by classes.

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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:

Implementation of ACARA and C2C into the classrooms with the methodology of Active Learning.

Ongoing training of staff in braille writing and reading skills to ensure proficiency for lessons to students.

Development of productive community partnerships.

Continued workforce planning aligned with staff professional development plans.

Implementation of whole-school pedagogical framework and data collection scheme.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: birth to 18 years

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	52	21	31	96%
2011	57	23	34	98%
2012	68	25	43	98%

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

Characteristics of the student body:

All enrolled students are vision impaired and intellectually impaired with many students having additional disabilities. 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.

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/students ratio of 1 adult for every 2 students with the additional assistance of the school nurse, occupational therapist, physiotherapist, speech language pathologist, and guidance officer.

Most of the students require mobility assistance and many have high medical needs. There is no notable cultural group or socio-economic group which characterise the student body. Most students receive assisted transport to and from school.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	3-5	4	3-5
Year 4 – Year 10	3-5	3-5	3-5
Year 11 – Year 12	4	3-5	3-4

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	Nil	Nil	Nil
Long Suspensions - 6 to 20 days	Nil	Nil	Nil
Exclusions	Nil	Nil	Nil

Our school at a glance

Cancellations of Enrolment	Nil	Nil	Nil
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Curriculum offerings

Our distinctive curriculum offerings

- Active learning methodology and philosophy
- Orientation and Mobility strategies
- Braille learning programs
- Community access and travel training
- Leisure and recreation activities
- Development of independent living skills
- Technology
- Expanded Core Curriculum (specific for students with a vision impairment)

Each student who attends Narbethong State Special School has an individual education program and many have individual emergency health plans. Each IEP cooperatively identified developmental needs, seeking to provide the most suitable environment for students to gain increased independence in areas such as communication, physical skills, self-management and good health.

Extra curricula activities

Alternate curricula activities are offered within the regular curriculum for learners at Narbethong. As such it is difficult to categorise learning activities and curriculum offerings as extra curricula activities.

- Indoor hydrotherapy pool for participate in relaxation exercises
- Cycle program with a number of highly modified bicycles
- Multi-sensory programs
- Horse riding for the disabled
- Wheelchair dancing
- Whole of school activities (sport/music/interaction days with invited schools)

How Information and Communication Technologies are used to assist learning

A range of ICTs are used to support student learning and encourage engagement with both the curriculum and staff. Speech (PODD) communication books, iPads, touch screens; switches and a range of adapted hardware/software are utilized by class teachers. Staff are constantly sourcing technology devices to trail for their 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 continues to develop. From the ECDP through to the Senior school students and the transition to post school life, students and their families are supported by school staff, parent networks and outside agencies.

Our intention is to provide excellence in education through offering quality programs that identify and address barriers while acknowledging the diversity within our student population. All student successes are appropriately recognized and celebrated widely throughout the school and the community.

Our school at a glance

Staff enthusiasm along with the support of volunteers is an important and acknowledged factor in assisting student who face significant challenges in their development.

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

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

Strong links exist between the school and other community groups and programs are supported a weekly basis by 3 other schools.

Parent, student and staff satisfaction with the school

Narbethong State 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.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.7%

Due to the severe nature of disabilities our students have there is no available response data given by students.

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
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Our school at a glance

they are getting a good education at school	n/a
they like being at their school*	n/a
they feel safe at their school*	n/a
their teachers motivate them to learn*	n/a
their teachers expect them to do their best*	n/a
their teachers provide them with useful feedback about their school work*	n/a
teachers treat students fairly at their school*	n/a
they can talk to their teachers about their concerns*	n/a
their school takes students' opinions seriously*	n/a
student behaviour is well managed at their school*	n/a
their school looks for ways to improve*	n/a
their school is well maintained*	n/a
their school gives them opportunities to do interesting things*	n/a

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	95.1%
with the individual staff morale items	98.1%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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

Staff actively seeking input from parents/carers with the planning/design of the IEPs

The school and ECDP provide a supportive environment for students, their families and staff. The school is committed to providing opportunities for parents to participate in events within the school's life. Parents are encouraged to join classes, be involved in community-based activities, excursions, graduation days and whole school activities. Daily communication is maintained via a communication book which travels between home and school. Parents/carers are kept informed of events and general information via the school newsletter and the school's website.

The school is challenged to adequately gain consistent volunteer support due to the diversity and home location of many of our families. Our experiences allow us to be sensitive to the limitations lifestyles impact on some of our families to be able to offer 'hands on support' and we are very appreciative of the support we do receive from families.

We are also very aware and grateful for the support we receive from other schools with the 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 school is fully air-conditioned to meet the medical needs of many of our students, and our staff are consistently reminded to turn off power to non-essential 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.

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	242,714	285
2010-2011	227,853	236
2011-2012	224,415	327

Our staff profile

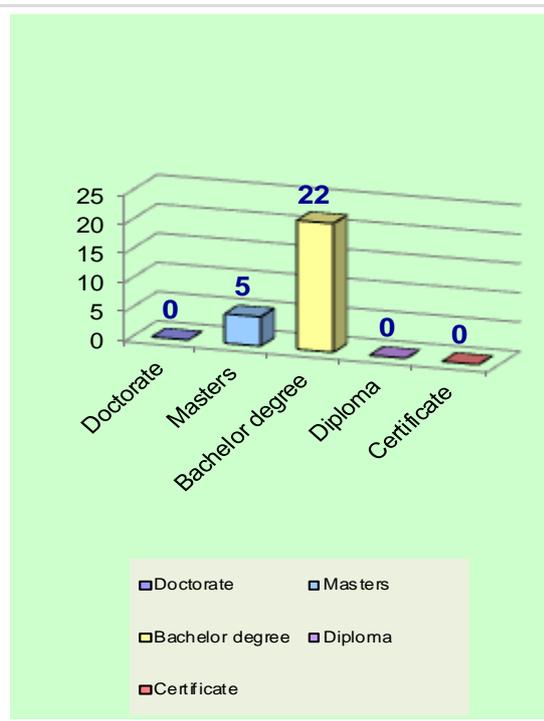
Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	27	44	0
Full-time equivalents	24.7	24.6	0

Qualifications of all teachers

There are presently no teachers with a Doctorate, with the overwhelming majority of staff having attained a Bachelor's degree with a major component with Special Education. It is desirable for staff to have either a degree in the area of vision impaired or multiple impaired disabilities. A number of staff while continuing full time employment are continuing to gain further knowledge by engaging in a Master's degree. Staff also source professional development and ongoing learning via opportunities from other States.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	22
Diploma	0
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$13,852.00.

The major professional development initiatives are as follows:

Mandated Education Queensland inservices: Code of Conduct, Student Protection, WPH&S

School based inservices: Manual Handling & Safe Lifting, First-Aid, CPR, Medication administration procedures

Orientation & Mobility

Communication

Curriculum – ACARA & C2C

Technology

EAPs & DPF

Disability specific professional development activities

Internal Mentoring

Asthma, Diabetes & Epilepsy training

Impairment specific training

2 of our teachers were keynote speakers in the United States at an Active Learning Conference (funded by P&C)

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	95.3%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2012 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

Our staff profile

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	85%	81%	84%
The overall attendance rate in 2012 for all Queensland state Special schools was 90%.			

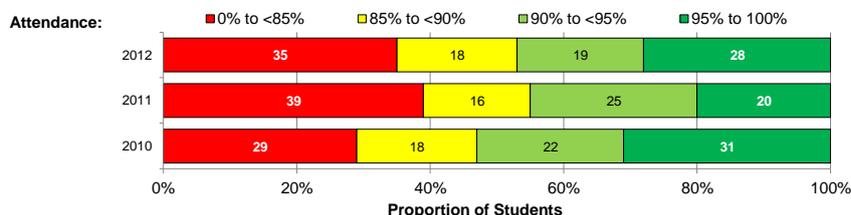
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	DW	DW	DW									
2011	DW	DW	DW									
2012	DW	DW	DW									

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 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 school and this lessens concerns and evidence of unexplained absenteeism.

A number of our students have complicated health issues which can result in ongoing and extensive hospital admissions. In this event the school attempts to maintain school/parent contact to support families during an often stressful time. The school is sensitive to the families and attempt not to interfere and cause additional stress.

Attendance is recorded daily and teachers will make telephone contact if absences are unexplained. Any concerns regarding 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 seek additional support from 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.

Performance of our students

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

Comparisons between students with and without intellectual, vision or multiple disabilities has little relevance and would be considered unethical and meaningless by many within the profession.

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.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Performance of our students

Currently we have no students who identity as Indigenous.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	4	2	2
Number of students awarded a Queensland Certificate Individual Achievement.	4	2	2
Number of students receiving an Overall Position (OP).	0	0	0
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
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.	0	0	0
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.	0%	0%	0%

As at 2 May 2013. The above values exclude VISA students.

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
2010	0	0	0	0	0
2011	0	0	0	0	0
2012	0	0	0	0	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

Performance of our students

	Certificate I	Certificate II	Certificate III or above
2010	0	0	0
2011	0	0	0
2012	0	0	0

As at 2 May 2013. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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 exist school prior to completion of their 24 semester's allocation. All senior students complete a Certificate of Individual Achievement during their final phase of learning and in keeping with individual education plans and SET plans they experience opportunities in other settings as part of their exploration of post-school options.