

# Our school at a glance



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## Principal's foreword

### Introduction

The scope of this report is to outline the school's strategic intent to implement the recommendations from our Teaching and Learning Audit, the School Annual Implementation Plan, the Quadrennial School Review and our Great Results Guarantee. 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.

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 2013

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 completed Braille course to further enhance their knowledge and ability to work in different areas of the school.

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. CCT continues enhance staff understanding and 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 an assessment.

We continue to strengthen our professional relationships with overseas educational facilities and our school hosts many professional visitors from other schools within Queensland. Staff are encouraged to continue relationships with visitors and offer further support via email. We have upgraded the information on our school website to reflect the curriculum changes that have taken place and ensure current practice is available for viewing.

Our school and wider community have continued to be an ongoing support system for our school and joined in make the 50<sup>th</sup> celebration of the school. Many past students and staff attended and this further strengthened our pride and sense of community.

### 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:

Alignment of the General Capabilities (Literacy & Numeracy in the Australian Curriculum with the FIELA curriculum and the Expanded Core Curriculum for students with Vision Impairments.

To embed literacy & numeracy within the orientation & mobility programs. Language will be developed to include concepts, space, movement, direction and intention.

Separate programs for non-verbal and verbal communicators within our school. Both programs will be supportive of the literacy and numeracy programs.

Inclusion of health & physical education within the students' daily programs.

Strengthen parent understanding of the reporting format required in the P-12 framework.

Support and assist parents in accessing the most appropriate post-school options available for their child.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Birth (age of diagnosis) to 18 years

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	57	23	34	98%
2012	68	25	43	98%
2013	64	27	37	97%

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

## Characteristics of the student body:

All school aged enrolments are students who are vision impaired, intellectually impaired and in most cases all with additional impairment areas. Children enrolled in our ECDP have a vision impairment but may not have any additional impairments and these children benefit from our early intervention program before enrolling in formal education elsewhere.

The specialist support required by our students necessitates a very close relationship forming between home and school and this strengthens our ability to provide the most appropriate enriched educational program for students.

Each class group is carefully selected to reflect the physical, cognitive and medical needs of our students with the appointed of appropriately trained teachers and teacher-aides. The majority of our classes reflect an adult/student ratio of 1:2 with the additional staffing of school nurse, occupational therapist, physiotherapist, speech language pathologist and guidance officer.

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

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	4	3-5	4
Year 4 – Year 7 Primary	3-5	3-5	4
Year 7 Secondary – Year 10	3-4	3-4	3-4
Year 11 – Year 12	3-5	4	3-4

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
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

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

Active learning methodology and philosophy	Development of independent living skills
Orientation & Mobility strategies	Technology
Braille programs	Community access & travel training
Expanded Core Curriculum (specific for students with a vision impairment)	
Early Childhood Developmental Program (from birth – age of diagnosis to Prep age children)	

Every student who attends Narbethong has an Individualized Learning Program and many have emergency health plans.

### Extra curricula activities

Alternate curricula activities are offered within the curriculum for learners at Narbethong. Therefore it is difficult to categorise learning activities and curriculum offering as 'extra' curricula activities.

- Indoor heated pool for participation in relaxation exercises and water confidence building
- Cycle program with a number of highly modified bicycles
- Multi-sensory programs
- Horse riding for the disabled
- Sailability – small sailing craft program within the Wynnum/Manly area
- Wheelchair dancing
- Whole school activities (sport/music/interactive 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 communication books (PODD), 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

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 geared towards the provision of positive learning experiences. A good partnerships 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 the transition to post-school life. 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 recognised and celebrated widely throughout the school and the community. Staff skills, training and enthusiasm along with the support of volunteers is an important and acknowledged factor in assisting student 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

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

**Due to the significant level of disabilities among the students and their complex support needs, we do not receive student survey responses**

## Our school at a glance

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	97%	97%

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )		
Percentage of students who agree that:	2012	2013
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)		

<b>Performance measure</b>	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	94%
they feel that their school is a safe place in which to work (S2070)	94%
they receive useful feedback about their work at their school (S2071)	82%

# Our school at a glance

students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	97%
staff are well supported at their school (S2075)	83%
their school takes staff opinions seriously (S2076)	86%
their school looks for ways to improve (S2077)	93%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	94%

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

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Narbethong has extensive opportunities for parents to directly support the school and their child's class programs with volunteer programs. Activities that parents wish to engage in are:

Hydro program

Community Outings

Supporting/attending activities/celebrations organized by the school P&C Association

Whole school celebrations and affirmation of success ceremonies.

Both the school and the 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 being able to offer 'hands on support' and we are very appreciative of the support we do receive from families.

We are very aware and grateful for the support we receive from other schools, individuals and the wider community.

## 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 eatable plants used within the student's daily life skills programs.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	227,853	236
2011-2012	224,415	327
2012-2013	216,860	289

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

# Performance of our students

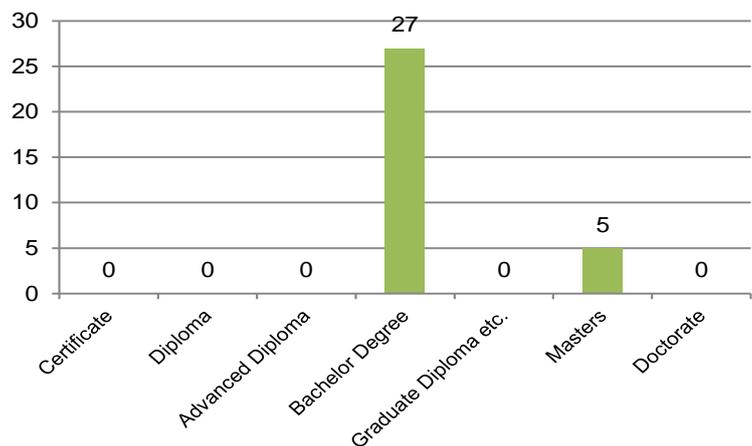
## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	32	47	<5
Full-time equivalents	29	27	<5

## Qualifications of all teachers

The overwhelming majority of our staff have attained a Bachelor degree with a major in 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 are enrolled in a Masters' degree. Currently there is no University within Queensland that offers training in the field of vision impairment and teachers are required to source training from interstate.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.	0
Masters	5
Doctorate	0
<b>Total</b>	<b>32</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 2013 were \$ 23,925.

The major professional development initiatives are as follows:

Mandated EQ inservices: Code of Conduct, Student Protection, Asbestos Management, WPH&S

School specific: Manual handling & Safe lifting, First-Aid, CPR, Medication administration, Epilepsy, Diabetes & Asthma training.

Focus Areas: Communication, Curriculum, Orientation & Mobility, Technology, disability specific, Developing Performance Plans.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	97%

# Performance of our students

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 68

### Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

Net recurrent income 2012	\$ Total	\$ Per student
Australian Government recurrent funding	151,404	2,227
State/territory government recurrent funding	4,670,188	68,679
Fees, charges and parent contributions	2,025	30
Other private sources	34,031	500
<b>Total gross income (excluding income from government capital grants)</b>	<b>4,857,648</b>	<b>71,436</b>
Less <a href="#">deductions</a>	0	0
<b>Deductions</b>		
<b>Total net recurrent income</b>	<b>4,857,648</b>	<b>71,436</b>

Capital expenditure 2012	\$ Total	\$ Total 2009-2012
Australian Government capital expenditure	76,813	569,940
State/territory government capital expenditure	449,170	8,309,157
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	308,159
<b>Total capital expenditure</b>	<b>525,983</b>	<b>9,187,257</b>

# Performance of our students

## Total gross income 2012

Created with Highcharts 3.0Beta3 %96  
%<1%<1%

## Total capital expenditure 2012

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%

## Total capital expenditure 2009-2012

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%3 %

(excluding income from government capital grants)

Percentages are rounded and may not add to 100%.

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	81%	84%	85%
The overall attendance rate in 2013 for all Queensland state Special schools was 89%.			

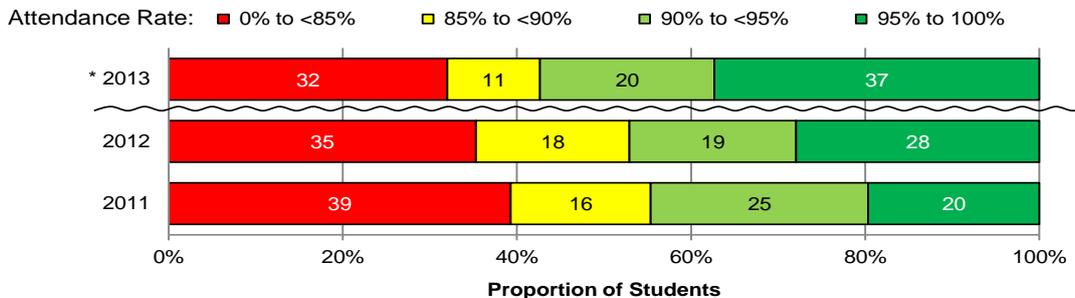
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	DW	DW	DW									
2012	DW	DW	DW									
2013	DW	DW	DW									

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

### The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## 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 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.

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 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/>.

## Achievement – Closing the Gap

Currently we have no students who identify as Indigenous.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%
Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.		2	4
Number of students awarded a Queensland Certificate Individual Achievement.		2	4
Number of students receiving an Overall Position (OP).		0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).		0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).		0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.		0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		0	0
Number of students awarded an International Baccalaureate Diploma (IBD).		0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 5 May 2014. The above values exclude VISA students.

# Performance of our 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
2011	0	0	0	0	0
2012	0	0	0	0	0
2013	0	0	0	0	0

As at 5 May 2014. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2011	0	0	0
2012	0	0	0
2013	0	0	0

As at 5 May 2014. The above values exclude VISA students.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 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 completion of their 24 semester's allocation of schooling. All senior students complete a Certificate of Individual Achievement during their final phase of learning and in keeping with individual education plans and SET plan they experience opportunities in other settings as part of their exploration of post-school options.