

Narbethong State Special School

Queensland State School Reporting

2014 School Annual Report



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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. It also provides information about the levels of satisfaction parents, students and members of staff, and 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.

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 2014

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 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 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.

We continue to enhance and expand staff understanding of 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. We offer sessions for parents to attend and gain information and contact sources to assist in their decision making for the choice of appropriate post-school options to meet the needs of each family.

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.

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

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

Continue value added to our Early Child Development Program with particular focus on the needs of the early intervention programs and professional development for staff working in this area.

Continue to build teacher capacity and knowledge in the development and implementation of appropriate communication methods for all students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	68	25	43	98%
2013	64	27	37	97%
2014	57	25	32	98%

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

Characteristics of the student body:

All school aged enrolments are students who have vision impairment, intellectually impairment and, in most cases, all 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 an adult/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 western suburbs of Ipswich. The majority of our students receive transport assistance to and from school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	3-4	3-4	3-5
Year 4 – Year 7 Primary	3-4	3-4	3
Year 7 Secondary – Year 10	3-4	4	4
Year 11 – Year 12	4	4	4

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Active learning methodology and philosophy
 Orientation & Mobility strategies
 Braille programs
 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 has an Individualized Curriculum Program and many have emergency health plans.

Development of independent living skills
 Technology
 Community access & travel training

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
 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 vast range of technology devices are used to support student learning and encourage engagement with both the curriculum and staff. Speech communication books (PODD), touch screens, switches, cause/effect devices and a range of adapted hardware and software are utilized by class teachers. Staff and therapists are constantly sourcing devices to trial for suitability 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 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] 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%
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%	97%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
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)			

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	100%
they feel that their school is a safe place in which to work (S2070)		94%	99%
they receive useful feedback about their work at their school (S2071)		82%	99%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		97%	100%
staff are well supported at their school (S2075)		83%	99%
their school takes staff opinions seriously (S2076)		86%	99%
their school looks for ways to improve (S2077)		93%	100%
their school is well maintained (S2078)		97%	100%
their school gives them opportunities to do interesting things (S2079)		94%	100%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	224,415	327
2012-2013	216,860	289
2013-2014	223,416	0

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.

Our staff profile

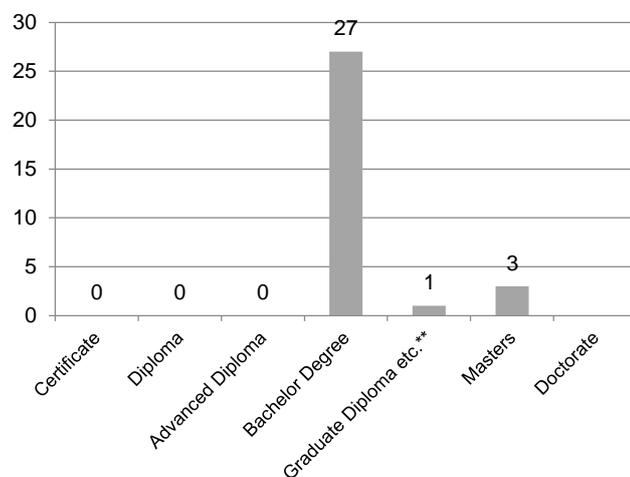
Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	49	<5
Full-time equivalents	27	28	<5

Qualification 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 impairment or multiple impairments. 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.**	1
Masters	3
Doctorate	
Total	31



*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 2014 were \$ 15,584.99.

The major professional development initiatives are as follows:

Mandated EQ inservices: Code of Conduct, Student Protection, Asbestos Management, Risk Assessment, WPH&S, Developing Performance Plans.

School Specific: Manual handling & Safe Lifting Practices, First-Aid, CPR, Medication administration, Epilepsy, Diabetes & Asthma training.

School Focus Areas: Communication, Australian Curriculum, FIELA curriculum, Orientation & Mobility, Expanded Core Curriculum for Vision Impaired, Disability specific training, Dual Sensory Loss.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 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

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	84%	85%	85%

The overall attendance rate in 2014 for all Queensland Special schools was 89%.

Due to the fragile health of a number of our students our attendance figures are lower than the State average and the average of other special schools. A number of our students are hospitalized for extended periods of time.

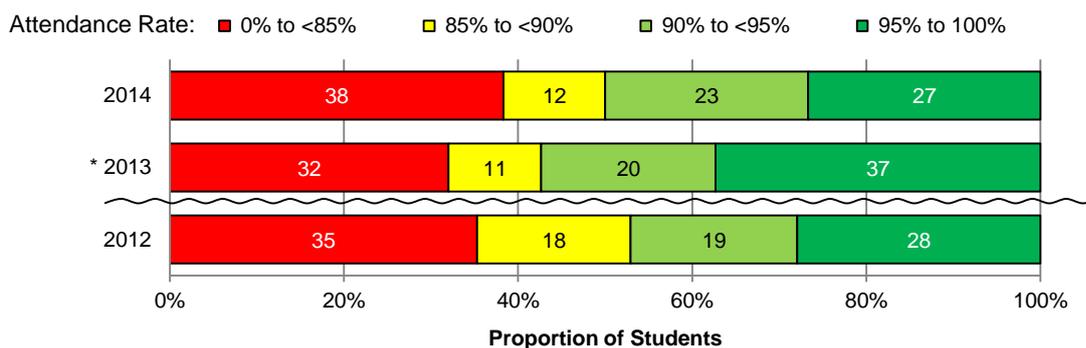
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012												
2013												
2014												

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 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 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 have little relevance and would be considered unethical and meaningless by many within the profession.

Achievement – Closing the Gap

The learning needs and necessary curriculum adjustments for our Indigenous students are identified and responded to through the same process as our other students.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	2	4	6
Number of students awarded a Queensland Certificate of Individual Achievement.	2	4	6
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.			
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 19 February 2015. 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
2012	0	0	0	0	0
2013	0	0	0	0	0
2014	0	0	0	0	0

As at 19 February 2015. 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
2012	0	0	0
2013	0	0	0
2014	0	0	0

As at 19 February 2015. 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 school leavers information

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

The majority of our students exit the school after a transition process has been undertaken. All of our students are supported by DSQ and other agencies to provide funding for post school care, daily activities and respite.