



Narbethong State Special School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

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

School Overview

Narbethong Special School has provided educational programs for students with vision impairment since 1963. Narbethong is an aboriginal word meaning 'happy place'. The school currently provides educational programs for students with vision impairment and additional disabilities based on an Active Learning Approach. All classroom teachers develop appropriate individual learning plans in addition to individual curriculum plans for students. Classroom programs are developed around students' developmental levels, their individual education plans and visual assessments. These programs are designed around a number of focus areas including gross and fine motor developmental activities, language development, play and spatial perception. The school curriculum is an amalgamation of the Australian, FIELA and Expanded Core Curriculums for students with a vision impairment.

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, educational programs and methodology in the delivery of the programs.

All surveyed parents are satisfied or very satisfied that this is a good school. A school 'open door' approach encourages parents to be actively involved in their child's educational program.

Principal's Forward

Introduction

Welcome to the 2016 School Annual Report. This report provides a broad overview of our school and the progress we have achieved to implement our goals and strategies. In conjunction with our highly specialised teaching staff we have the professional support of our therapist team, speech language pathologist and regional staff to ensure we provide the most appropriate learning environment for our students.

School Progress towards its goals in 2016

Improve staff knowledge & capabilities

- Increased opportunities for Teacher mentors with beginning teachers and those newly appointed to our school ✓
- Formation of Junior, Middle & Senior schools teams ✓
- 1:1 or small group support provided by Head of Curriculum ✓
- Provision of professional development covering an array of topics provided on a fortnightly basis ✓

Continuation & expansion of student communication

- Additional funds provided to increase SLP time ✓
- Additional funds continued to employ teacher-aide to aid production of PODD books ✓
- SLP, HOC & Deputy attended Melbourne conference ✓
- Additional information session provided to parents & families to increase home usage of communication books ✓

We have continued to align the Australian Curriculum, FIELA curriculum and the Expanded Core Curriculum (specific for students with vision impairment) while using the methodology of Active Learning to ensure positive engagement by our students.

Collection of data continues to be an on-going learning cycle for us as there is no standardised tests available for our students. Where possible we video student learning and then analyse this information to inform our moderation process and our future planning.

Future Outlook

Narbethong State Special School will continue to focus on strategies, methodology, knowledge and best practices to improve learning experiences, opportunities and outcomes for our students.

Key specific areas:

- Embed Literacy, Numeracy & communication ensuring alignment with community expectations and departmental guidelines
- Build staff ICT knowledge and use with a stronger focus on curriculum
- Engage in on-going professional development relating to curriculum, methodology and the ECC (Expanded Core Curriculum)
- Build on staff knowledge and resources around complex communication, vision impairment and the use of augmentative and alternative communication systems
- Continue to encourage community participation within all aspects of school business
- By use of data develop evidence based decision making practice – sectors moderate data and discuss/share knowledge

Our School at a Glance

• School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	57	25	32		98%
2015*	59	24	35	1	98%
2016	57	23	34	1	98%

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

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

- In 2016, there were no students enrolled in a pre-Prep** program.
-
- ** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

In 2016 Narbethong also offered Child & Family, Playgroup and Pre-Prep programs for 25 students. A number of these students would then leave here to be enrolled in their neighbourhood school and supported by advisory visiting teachers. All school aged enrolments are students who have vision impairment, intellectual impairment and in the majority of students additional disabilities. Children enrolled in the ECDP programs have a vision impairment but not necessarily other areas of



disability. The specialist support required by students necessitates a very close relationship between family 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 a teacher/student ratio of 1:4 with the additional support of a teacher-aide and professional assistance from an occupational therapists, physiotherapist, speech language pathologist, and school nurse and guidance officer. We also engage with outside agencies such as CPL, Vision Australia and Autism Qld and a number of other support agencies.

Many of our 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, the northern end of Logan and the eastern suburbs of Ipswich. The majority of our students receive transport assistance to and from school.

Enrolments are usually stable with the majority of students who begin in Year 1 continuing to Year 12. Our senior students achieve a QCIA certificate upon completion with the majority of students accessing respite and leisure activities upon school completion. Due to the specific school placement criteria enrolment numbers did not fluctuate greatly from year to year. The past 6 years have seen numbers averaging between 55 and 60 in the main school each year.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	3-5	4	4
Year 4 – Year 7	3	4	4
Year 8 – Year 10	4	4	4
Year 11 – Year 12	4	3	4

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Our methodology of 'Active learning' is used across all areas of curriculum delivery within the school. We follow the school motto of 'LEARN BY DOING' and strive to assist all students to develop to their individual potential. The continued focus of curriculum implementation is authentic delivery for students with a vision impairment and multiple disabilities. Literacy and numeracy major focus is on the general capabilities. All students have an ICP (Individual Curriculum Plan), an ILP (Individual Learning Plan) and for most an individual Health Plan.

Features of our curriculum delivery include the collection of evidence and data for analysis for both reporting and planning. None of our students are able to engage in standardized tests so it is of utmost importance our staff observe and record all responses to inform their teaching.

Co-curricular Activities

Alternative curricula activities are offered for students with the understanding that these add value to the curriculum learning being taught. Therefore it must be noted that any additional activities are to enhance student learning.

- Indoor heated pool to compliment the physical needs of students and enhance language
- Cycle program with modified bicycles to enhance positional concepts, language and numeracy
- Sailability – small craft sailing program for communication and leisure skills
- Yoga – positional learning, language and relaxation (physical well-being)
- Choir program – communication, movement
- Selected Arts Council and commercial programs
- Braille Literacy challenge
- Darling Point 'Fun Run' & Wellington Point Picnic Day with other special school – social skills, language, leisure

How Information and Communication Technologies are used to Assist Learning

A vast array of technology devices are used to support student learning and encourage engagement with both the curriculum and staff. Speech communication books (PODDs), touch screens, switches, iPads, cause/effect devices and a range of adapted software and hardware are utilized by staff and students to ensure access to the curriculum.

Social Climate

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
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)	100%	96%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
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)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	99%	99%
they feel that their school is a safe place in which to work (S2070)	99%	99%	94%
they receive useful feedback about their work at their school (S2071)	99%	95%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	99%	97%	90%
their school takes staff opinions seriously (S2076)	99%	95%	93%
their school looks for ways to improve (S2077)	100%	99%	96%
their school is well maintained (S2078)	100%	100%	99%
their school gives them opportunities to do interesting things (S2079)	100%	100%	96%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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

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

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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our students are extremely vulnerable and unable to advocate for themselves so it is of the utmost importance that all staff receive yearly training in Student Protection and are supported to discuss any concerns.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	223,416	0
2014-2015	240,688	
2015-2016	243,859	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	36	58	<5
Full-time Equivalents	30	33	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	8
Bachelor degree	21
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were: \$ 21,510.10c

The major professional development initiatives are as follows:

Mandated departmental professional development: Code of Conduct & Ethical Decision Making, Student Protection, Asbestos Management, WPH&S, Risk Assessment, Developing Performance Plans

School specific: First Aid, CPR, Manual handling & Safe Lifting, Medication Administration, Epilepsy, Asthma & Diabetes training.

School Focus areas: Communication, Australian Curriculum, Dual sensory loss, disability specific PD

In-school PD was given to both teachers and other school staff at least 4 times per term with the focus being decided by staff as to areas of interest or professional need.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	85%	83%	85%
The attendance rate for Indigenous students at this school (shown as a percentage).		DW	DW

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

The overall student attendance rate in 2016 for all Queensland Special schools was 89%.

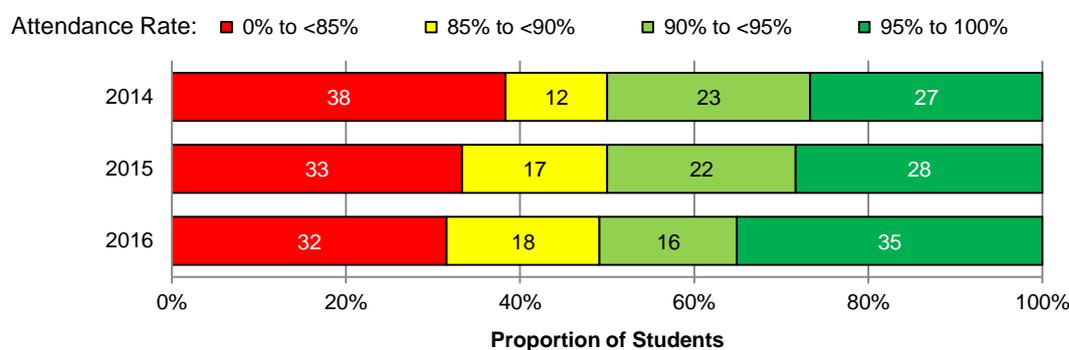
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	84%												
2015	85%	94%	89%	91%	80%	95%	26%	80%	91%	91%	89%	62%	71%
2016	88%	84%	89%	91%	84%	87%	88%	83%	76%	92%	85%	89%	65%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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

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

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

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

NAPLAN

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

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

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

Find a school

Sector:

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Non-government

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	6	3	1
Number of students awarded a Queensland Certificate of Individual Achievement.	6	3	1
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	n/a	n/a	n/a
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.	n/a	n/a	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%	0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			n/a

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	0	0	0
2015	0	0	0	0	0
2016	0	0	0	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	0	0	0
2015	0	0	0
2016	0	0	0

As at 3rd February 2017. The above values exclude VISA students.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.				100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.				n/a

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.narbethongspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Please paste in or edit the link to the folder where your Next Step summary report will be found by your school community.

Early leaver's information

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

Due to the complexities of student disabilities and complex medical needs the majority of our student go into supported environments.

Conclusion

Narbethong will continue to strive towards the provision of appropriate programming for students with vision impairment and multiple disabilities and will maintain its high standard of care, compassion and respect for all students.