

# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Hervey Bay Special School (3057)

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### Introduction

Welcome to the School Annual Report for 2010. This was another year in which enrolments grew and School Opinion Surveys continued to show extremely high satisfaction levels among parents, students and staff. School facilities were expanded to accommodate increased enrolments and school programs organised to meet the needs of new students. The report speaks to the characteristics of the school and performance throughout 2010.

### School progress towards its goals in 2010

Two additional classrooms were added to the school for the start of 2010 and additional teachers and teacher aides appointed. All new classrooms were equipped with Interactive White Boards. School playgrounds were reorganised and equipped to provide play activities.

A specialist teacher was organised to undertake benchmarking for individual students in literacy, numeracy, and communication. EAP Criteria checklists were further developed and IEPs modified in light of validation feedback.

The Paediatric clinics continued to be met with enthusiastic support from parents and staff and additional administrative assistance was allocated.

There was a continuation of joint manual arts programs with Cerebral Palsy League of Queensland using school workshop facilities.

### Future outlook

In 2011 there will be planning for the development and equipping of new classrooms in light of increased enrolments.

An examination of the relationships between IEPs, Australian Curriculum and General Capabilities will continue. The monitoring and development of playground areas with regard to safety and appropriateness will continue. A teacher aide continues benchmarking for individual students in literacy and the implementation of individual literacy programs.

There will be a modification of the IEPs to ensure key areas of student learning are included and there will be a continuation of joint programs with Cerebral Palsy League of Queensland.

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There will be a continual assessment of the requirements of students during periods of hot weather.

There will be continued development in the area of ICTs through the use of 'Fast ForWord' and a trial in the use of iPads with selected staff and classes.

## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: 1 to 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
88	38	50	79%

#### Characteristics of the student body:

All enrolments to a special school will have been diagnosed and verified by Education Queensland as having an intellectual impairment. In 2010 twenty seven students were also verified in the category of Autistic Spectrum Disorder, fifteen in physical impairment, four in hearing impairment and four in visual impairment.

The school is organised into three phases: Early Childhood, Intermediate and Senior Schooling, which is reflected in the general curriculum approach and is inclusive of all disability areas.

Enrolments in 2010 were received from Early Childhood Development Programs, verified students from mainstream schools in Hervey Bay, transferred students from other Special Schools in Queensland and students from interstate on temporary placements, awaiting verification.

#### Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	6				
Year 4 – Year 10	7				
Year 11 – Year 12	8				
All Classes	7				

#### School Disciplinary Absences

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

## Our school at a glance

### Curriculum offerings

The school curriculum is organised around everyday living skills and needs of the students, set within Key Learning Areas (KLAs) : English, Maths, Science, H.P.E., The Arts, SOSE, HPE and Technology.

At the start of each semester an IEP is prepared for each student. This is reported on at the end of each semester. An end of year report supplements this. The IEP report focuses on outcomes whilst the annual report speaks to such things as student attitudes and achievements.

A Senior Education and Training Plan (SETP) for all students over 15 years of age assists in the realization of educational goals and provides options showing the variety of choices available for when the student leaves school. Vocational and Educational Training (VET) programs offered include Certificate 1 in Work Readiness. The human relationship aspect of our students is covered/nurtured through the program provided to students when they reach 13 years of age.

Over the last six years the school has developed several innovative programs, four of which have won Showcase Awards for Excellence – one also winning a National Award for Outstanding National Achievement. An additional program in 2006 which highlighted the use of Interactive White Boards in all classrooms was highly commended.

The four programs, which have been integrated into class programs are:

A Multi-Sensory Environment which is available to stimulate students' individual senses through the use of lighting effects, music, tactile experiences, aromas etc.

The Virtual Literature Program which involves the production of individualized books on CD's offering voice-overs, musical background, video clips and pictures to support print. Students using special switches can access these books.

Neurofeedback, an innovative program that uses computers and EEG amplifiers to enhance student's ability to concentrate. Its present focus is on students with autism.

Wonder Boards are the programs based around the Interactive White Boards which enable students to use white boards as an interactive surface linked to a computer.

A fifth initiative, where paediatric clinic information is shared at school, has led to increased insights and support for a variety of medical conditions.

### Extra curricula activities

It is the aim of the school to give every student the experience of a school camp and a range of community access programs. Over the last year class camps have been run in QCCC Mapleton, Fraser Island, the Sunshine Coast and the Gold Coast. Community venues which have been regularly accessed are Wetside Water Park, Ten Pin Bowling, All Abilities Playground, Council parks, Aquatic Centre, PCYC, Wide Bay Gymnastics, a variety of shopping centres, golf driving range and Torquay Beach.

### How Information and Communication Technologies are used to assist learning

ICTs are used extensively within the school, ranging from Interactive White Boards in every classroom to a range of individually configured communication devices for those students that require augmentative means of communication. Several students require specialised switches to access technology ranging from head switches to enlarged pressure pads. Digital portfolios are used to record individual progress.

Fast ForWord is a technology based learning program which is being trialled at present with a selected group and is based on a neurological approach to education.

## Our school at a glance

### Social climate

Responses to the School Opinion Survey 2010 showed that parents, students and staff were very satisfied with the social climate that exists at Hervey Bay Special School. These results were well above the state benchmarks. The school has a positive, caring and supportive environment, which promotes students taking responsibility for their actions. A family culture exists within the school where all students mix with each other and have the opportunity to form a close relationship with all staff members. The school's Responsible Behaviour Plan has been developed through a collaborative process between staff, parents and students. This policy ensures positive behaviours are recognised and reinforced while undesirable behaviours are dealt with consistently and fairly.

School Climate	Parents		Students		Staff	
	HBSS	State	HBSS	State	HBSS	State
	94.4%	83.5%	100%	78.2%	91.4%	80.9%

### Parent, student and teacher satisfaction with the school

Over the period that School Opinion Surveys have been instituted the school has consistently achieved very high satisfaction ratings from parents, students and staff. This trend has continued in 2010.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	89.2%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	94.4%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	81%
Percentage of staff members satisfied with morale in the school	91.4%

### Involving parents in their child's education

Hervey Bay Special School recognises that a child's academic and social development are best served when the school and family work together in positive partnerships.

Results from the 2010 School Opinion Survey show we are successful at achieving this, as parents are very satisfied with all areas of school operations.

Parents are actively encouraged to become involved in their child's education in a number of ways.

- Parents are an essential part of the IEP process in outlining their intimate knowledge of their children's abilities and their aspirations for their future.
- Parents are encouraged to work as classroom helpers and complete volunteer duties around the school.

## Our school at a glance

- Staff encourage parents to discuss their child's progress with them and make themselves readily available to do so
- Parents are actively involved in the formulation of school policy and processes
- Regular systemic and internal scans are conducted to ascertain parent's views on issues within the school.
- Our active P&C Association welcome parent and community members to their monthly meetings where many disability specific issues are discussed. Stories and accumulated wisdom are shared with newer parents.

### Parent Opinion Survey Results

That you have opportunities to participate in school decision making? 86.1% (13.9% neutral)

That you have opportunities to participate in the life of the school? 94.5% (5.5% neutral)

### Reducing the school's environmental footprint

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Water KL	Gas MJ
2010	\$22,974	\$12,751	\$5,418	\$2,074	\$2,331	\$0	\$400	59,864	1,700	0
2009	\$18,001	\$10,257	\$0	\$0	\$1,434	\$0	\$6,310	61,885	1,577	0
% change 2009 - 2010	28%	24%	N/A	N/A	63%	N/A	-94%	-3%	8%	N/A

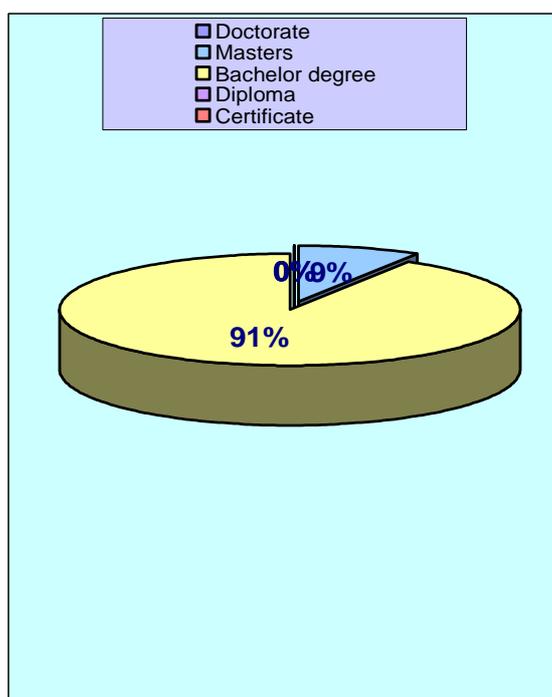
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	23	33	<5
Full-time equivalents	21	23	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	21
Diploma	0
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2010 was \$7,686.

The major professional development initiatives are as follows: Literacy, numeracy, safe lifting, human relationships education, use of interactive white boards, alternative communication and anaphylaxis response.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95.2% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 88.4%. This was consistent across all three phase levels.

##### 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.

Non-attendance is managed by contacting any parent or caregiver by telephone if contact has not been made by them to alert the school of the absence. This contact is made by the class teacher and is seen as part of the regular daily contact made with parents through the home book.

School rolls are marked daily as required by Education Qld. Any long term absences are followed through by HOC or Principal usually with the cooperation of any involved social agency such as Disability Services Qld, Cerebral Palsy League of Qld or Department of Child Safety.

#### Achievement – Years 3, 5, 7, and 9

In consultation with parents all students were exempted from NAPLAN testing

#### Achievement – Closing the Gap

There is no obvious difference in performance, attendance or retainment between Indigenous and Non-Indigenous students.

#### Attainment and Achievement – Year 12

##### Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%
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##### Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	6
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	6
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0

## Performance of our students

Number of students awarded one or more Vocational Educational Training (VET) qualifications.	1
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0
Number of students awarded an International Baccalaureate Diploma (IBD).	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.	25%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
1	0	0

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available.