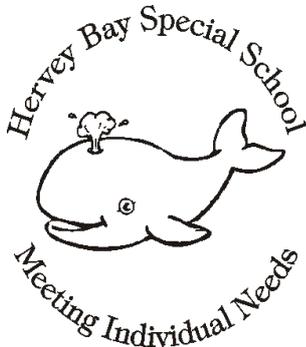


Queensland State School Reporting – 2011

Hervey Bay Special School (3057)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Geoff Davies, Principal

Principal's foreword

Introduction

2011 was another year in which enrolments grew and school facilities were expanded to accommodate the increased enrolments. School classes and programs were organised to meet the needs of new students. School Opinion Surveys continued to show extremely high satisfaction levels among parents, students and staff.

A long held ambition was realised with air conditioning installed in every classroom, thanks to the efforts of a committed P&C and the generosity of community groups, particularly the RSL.

School progress towards its goals in 2011

BER funding enabled a new Resource Centre to be built, which greatly expanded the facilities for active learning within the school. Two additional temporary classrooms were added to the school for the start of 2011 and additional teachers and teacher aides appointed. All classrooms were equipped with Interactive White Boards. School playgrounds were reorganised and equipped to provide play activities for a range of students. The lack of administrative space was addressed with planning for a new administration building to be completed by 2012.

Teachers were reminded to undertake benchmarking for individual students in literacy and numeracy. EAP Criteria checklists were refined and IEPs modified in light of validation feedback. A teacher aide continued to work collaboratively with class teachers in providing individual tuition in literacy on a withdrawal basis.

The goal of replacing the old school bus with two new ones was realised through the efforts of school fundraising and the generosity of the Variety Club and the Rotary Clubs of Hervey Bay.

Future outlook

In 2012 there will be planning for the development and equipping of new classrooms and the new administration building.

An examination of the relationships between IEPs, Australian Curriculum, C2C and General Capabilities will continue.

A trained teacher aide will continue to provide additional support for individual students in literacy and the implementation of individual literacy programs.

The monitoring and development of playground areas with regard to safety and appropriateness will continue.

Joint programs with Cerebral Palsy League of Qld, Red Cross and Endeavour Foundation will continue to provide work/leisure skills for senior students.

The success in the introduction of iPads to classrooms in 2011 will be monitored and built upon with a major effort to fund additional devices and to professionally develop staff in their use.

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 2011 – Nov 2011)
93	38	55	91%

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 2011 thirty four students were also verified in the category of Autistic Spectrum Disorder, nineteen in physical impairment, five in hearing impairment and seven 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 2011 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.

Ten students are indigenous.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	5
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

Curriculum offerings

Our distinctive curriculum offerings

The school curriculum is organised around everyday living skills and needs of the students, set within Key Learning Areas: 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. This report is generated using the modified report on OneSchool. Achievement levels are school-based and reflect the students' IEP goal.

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.

Award winning 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 individualised books on CD's offering voice-overs, musical background, video clips and pictures to support print. Students using special switches can access these books.

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 fourth initiative, where paediatric clinic information is shared at school, has led to increased insights and support for a variety of medical conditions. This is unfortunately in a state of flux at present due to a change in personnel at the Hervey Bay Hospital.

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, Library, 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.

iPads have been trialled extensively within the school and their perceived success as teaching aids, particularly in communication, has led to a determination to increase staff skilling and to seek funding for a considerable increase in provision.

Social climate

Responses to the School Opinion Survey 2011 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.

	Parents		Students		Staff	
School Climate	HBSS	State	HBSS	State	HBSS	State
	93.2%	76.6%	92.3%	83.4%	98.2%	80.5%

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 2011.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	93%
Percentage of staff members satisfied with morale in the school	98%

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 2011 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.
- 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?	92.7% (7.3% neutral)
That you have opportunities to participate in the life of the school?	95.1% (4.9% neutral)

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The installation of solar heating on the roof of C Block has alleviated the cost of the air conditioning installed during 2011.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	72,240	743
2010	59,864	1,700
% change 10 - 11	21%	-56%

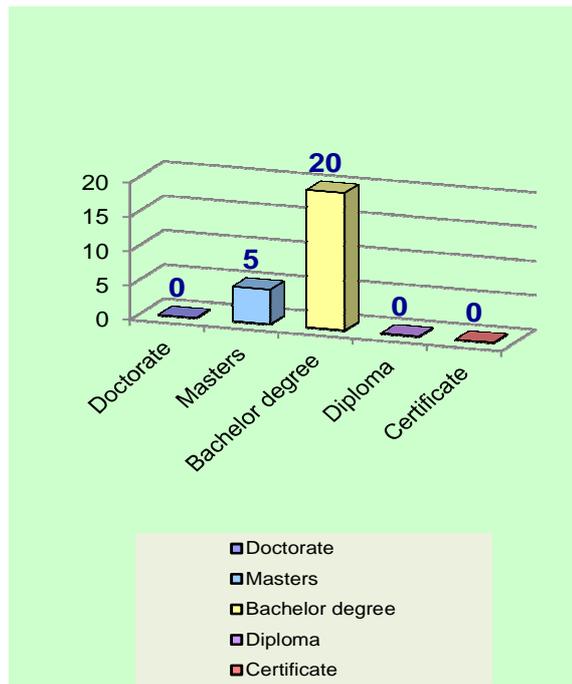
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	25	33	<5
Full-time equivalents	22	21	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	20
Diploma	0
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$8,044.

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 proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2011 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 web page.

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

Key student outcomes

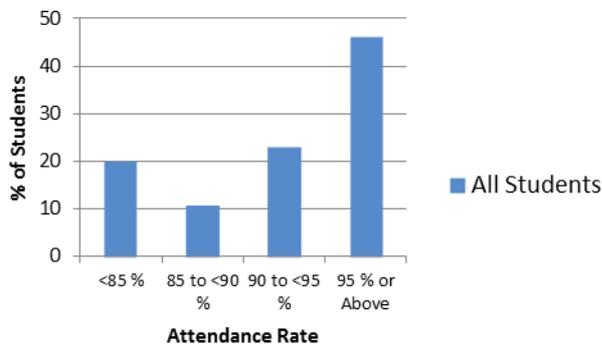
Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

The overall attendance rate for all Queensland state Special schools over the same period was 89%.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 the Deputy Principal 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 – Closing the Gap

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

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 100%

Performance of our students

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	12
Number of students awarded a Queensland Certificate Individual Achievement.	12
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	0
Number of students awarded one or more Vocational Educational Training qualifications.	0
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education 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.	0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	0%
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
0	0	0

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.