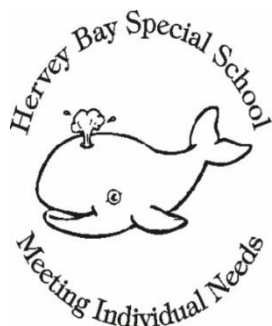


Hervey Bay Special School Queensland State School Reporting 2015 School Annual Report



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Principal's foreword

Introduction

This school's Annual Report contains information relating to the school and its policies and data about student outcomes for all students enrolled in this school.

Included in this report is information relating to the student and staff population; student, parent and staff perceptions of progress of the school, curriculum offerings and use of ICT to progress access to the curriculum.

School progress towards its goals in 2015

The school's three main priorities were:

1. Unrelenting continuous improvement.
2. Critical reflection of practice
3. High expectations of everyone. Embedded with these priorities were focus areas of building the school's capacity with Schoolwide Positive Behaviour and implementing C2C units of work in English, Maths, Science and History.

Future outlook

In 2016, following a Priority School Review, the school's strategic direction will focus on three main priorities for improvement:

1. Delivering a quality curriculum (Goal: To deliver a highly individualized curriculum which caters for diverse learners and that promotes success)
2. Positive Behaviour for Learning (Goal: Encouraging positive behavior for lifelong learning, community engagement and maintaining successful and safe relationships)
3. Building school capacity and capabilities through staff expertise (Goal: To develop school's professional, human, social and decisional capital)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 1 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	92	34	58	14	94%
2014	92	38	54	13	92%
2015	95	41	54	16	90%

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 2015, 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:

Hervey Bay Special School caters for the educational needs of students from diverse backgrounds drawn from a range of economic and social backgrounds. All students have at least one area of disability-intellectual disability and a significant number of students have a second or more disability.

There are a range of ethnic and religious backgrounds within the family profiles. Indigenous students make up a small number at this point in time.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	3	3

Long Suspensions - 6 to 20 days	1	0	1
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.

Curriculum delivery

Our approach to curriculum delivery

Australian Curriculum is delivered on a whole school basis in the areas of English, Maths, Science and History for students who are working at P-2 levels. Teachers make curriculum decisions for students, based on their ability levels and these are documented in the Individual Curriculum Plan section of the Individual Support Plans. Students are assessed on the selected parts of the achievement standard taught within any given semester and this is what is reported on bi-annually. Curriculum is delivered through the use of the C2C SWD units resources (curriculum intent P,1,2) within the stated Key Learning Areas. These units are designed to be age appropriate whilst delivering curriculum at the student's current ability level.

Students working below Foundation level also access Australian Curriculum in areas of English and Maths. The focus for students working at these levels is on development of communication skills. Teachers write reportable descriptions (goals) in English and Maths which are communication based (comprehending and composing). These are devised with reference to the Australian Curriculum guidelines for SWD working below Foundation level and usually in consultation with the Speech Language Pathologist. Students are exposed to English and Maths concepts in the SWD C2C resources, however assessment and reporting are based on the recorded reportable goals. Active Learning students are also mapped using Quest for Learning Program.

All students have individual goals not necessarily related to Australian Curriculum. These are documented in Support Provisions in the student's ISP.

Transition Students (years 11 and 12) undertake programs specific to their Queensland Certificate of Individual Achievement goals. These goals are driven by the Student Senior Education Transition Plans. Goals are documented in Support Provisions in the student's ISP.

Extra curricula activities

Swimming: Students are supported to participate in learning to swim and survival skills.

Riding for Disabled: This program is specific to students who have communication and sensory learning goals documented in their Individual Support Plans and is conducted on a weekly basis.

Community Based Instruction: A significant amount of resources and planning ensures our vision that our students are part of the community, are prepared for life in the community and that specific skill development occurs to enable our goal to be achieved.

How Information and Communication Technologies are used to improve learning

Use of speech generating devices such as iPad with programs e.g. Proloquo2Go so students can communicate with others (receptive and expressive language), to demonstrate knowledge and participate in learning activities.

Use of interactive sites such as HelpKidzLearn, Starfall etc which assist students to engage with the curriculum.

Switches for communication

Switches for cause and effect activities or to operate other devices in order to participate in programs
e.g. cooking

Computers/iPads: used for research and to participate in literacy and maths programs such as Fast Forward. Studyladder, PM readers

Low tech e.g. ALS boards to enable non verbal students to participate in lessons and to support verbal students requiring more support with communication.

Social Climate

Schoolwide Approach: SWPBS (2015 now PBL)

Responsible Behaviour Plan developed 2015

School Expectations: Be Safe, Be Respectful, Be a Learner

Class rules displayed in every class

Explicit teaching of expectations

Focus of the week across school.

Rewards systems across school

Negative and Postive Consequences

Guidance officer works with students identified as requiring intervention through the Student in Care program

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	100%	25%
this is a good school (S2035)	97%	100%	50%
their child likes being at this school (S2001)	97%	100%	100%
their child feels safe at this school (S2002)	97%	93%	100%
their child's learning needs are being met at this school (S2003)	93%	100%	50%
their child is making good progress at this school (S2004)	97%	100%	50%
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)	96%	100%	100%
teachers at this school motivate their child to learn (S2007)	97%	100%	75%
teachers at this school treat students fairly (S2008)	93%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	97%	97%	100%
this school works with them to support their child's learning (S2010)	97%	100%	75%
this school takes parents' opinions seriously (S2011)	90%	96%	25%
student behaviour is well managed at this school (S2012)	93%	96%	100%
this school looks for ways to improve (S2013)	96%	96%	100%
this school is well maintained (S2014)	96%	97%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%		
they like being at their school (S2036)	100%		
they feel safe at their school (S2037)	100%		
their teachers motivate them to learn (S2038)	100%		
their teachers expect them to do their best (S2039)	100%		
their teachers provide them with useful feedback about their school work (S2040)	100%		
teachers treat students fairly at their school (S2041)	100%		
they can talk to their teachers about their concerns (S2042)	100%		
their school takes students' opinions seriously (S2043)	100%		
student behaviour is well managed at their school (S2044)	100%		
their school looks for ways to improve (S2045)	100%		
their school is well maintained (S2046)	100%		
their school gives them opportunities to do interesting things (S2047)	100%		

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	83%	75%	68%
they feel that their school is a safe place in which to work (S2070)	81%	83%	62%
they receive useful feedback about their work at their school (S2071)	61%	75%	52%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	69%	92%	80%
students are encouraged to do their best at their school (S2072)	81%	88%	88%
students are treated fairly at their school (S2073)	81%	83%	69%
student behaviour is well managed at their school (S2074)	67%	75%	54%
staff are well supported at their school (S2075)	50%	75%	50%
their school takes staff opinions seriously (S2076)	64%	74%	46%
their school looks for ways to improve (S2077)	66%	83%	72%
their school is well maintained (S2078)	83%	92%	73%
their school gives them opportunities to do interesting things (S2079)	72%	79%	65%

'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

At Hervey Bay Special School we work closely with parents to ensure a collaborative approach is used to achieve best outcomes for students. Students have a communication book which is filled out daily to inform parents and carers about their child's day. Parents also communicate with class teachers through these books. Teachers consult with parents and carers twice a year to establish learning goals for their child for each semester. These are documented in the ISP. The ISP also provides information on adjustments required for individual students in order that they can successfully engage in the curriculum. Adjustments may be made to any, or all, of: the content, process (teaching considerations), environment or product (assessment considerations).

Reducing the school's environmental footprint

In 2014, staff members were encouraged to develop high levels of awareness around energy saving. When not in use, fans, lights and ICT devices were switched off in order to reduce energy consumption. The installation of solar panels is a significant feature of our school and makes a positive contribution to reduce our school's footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	58,924	1,555
2013-2014	81,908	995
2014-2015	93,236	706

*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.

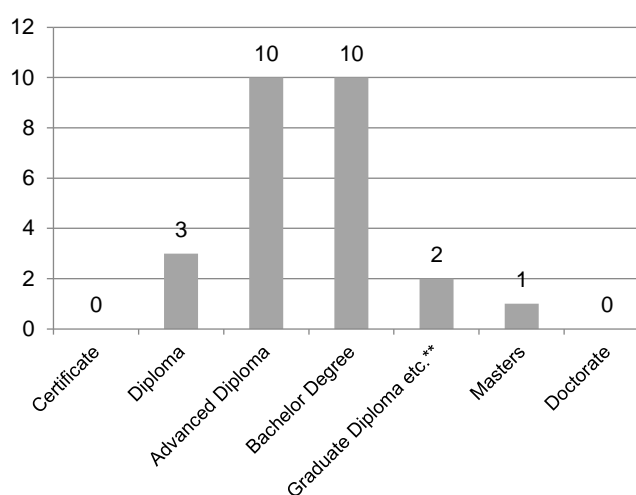
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	34	0
Full-time equivalents	24	22	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	2
Masters	1
Doctorate	0
Total	26



*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 2015 were \$ 11246.00

The major professional development initiatives are as follows:

Workplace, Health and Safety

OneSchool Student Support

Specialised Health: Epilepsy, Diabetes

Team Teach (Non Violent Crisis Intervention)

Special Education Curriculum Cluster, Queensland Association of State School Principals, Queensland Association of Special Education Leaders

Code of Conduct and Student Protection

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	94%

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 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	90%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	91%	85%

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 attendance rate in 2015 for all Queensland Special schools was 89%.

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

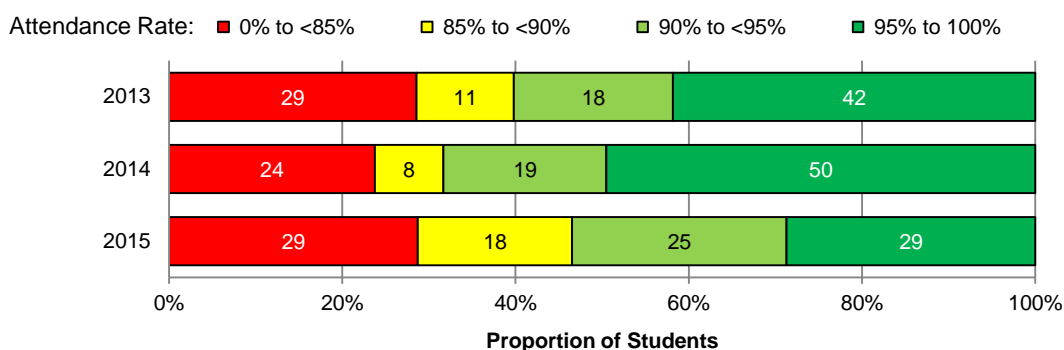
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013													
2014													
2015		78%	91%	84%	86%	93%	92%	89%	89%	85%	82%	78%	86%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

The attendance is marked on OneSchool in the mornings and in the afternoons by teachers. Parents are expected to inform the school when their child is absent from school either by contacting the school directly by phone or via student communication books. Unexplained absences of three days or more are followed by administration with formal letters requesting explanations for absences.

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.

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

Where it says '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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.			4
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			2
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	2	5	3
Number of students awarded a Queensland Certificate of Individual Achievement.	2	5	2
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

Outcomes for our Year 12 cohorts	2013	2014	2015
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.			
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 16 February 2016. 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
2013	0	0	0	0	0
2014	0	0	0	0	0
2015	0	0	0	0	0

As at 16 February 2016. 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
2013	0	0	0
2014	0	0	0
2015	0	0	0

As at 16 February 2016. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.
No students exited schooling before end of the year.