



Hervey Bay Special School

ANNUAL REPORT 2017

Queensland State School Reporting

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School Overview

Hervey Bay Special School is a school that values the unique characteristics of all members of the school community. Our students have a range of learning needs that are met through individualised learning programs developed collaboratively and in partnerships with all stakeholders. We believe that there should be a continuing focus on building capacity, knowledge and skills through a professional development program of all staff. Our learning programs are developed from the Australian Curriculum, are 'student focussed' and reflect the goal of developing independent, capable and productive citizens. Our school continued to implement a number of innovative pedagogical practices to increase student engagement and targeted student outcomes. Technology continued to be utilised to enhance student access to the curriculum and all students have ready access to technology through Interactive Whiteboards and TVs, computers and a range of adaptive technologies including voice output. State Schooling is committed to delivering a first class education to Queenslanders and this school continues to be an important part of that vision. Our school motto is "Meeting Individual Needs" which informs us of the intention and purpose of this school.

Our School Vision and Values Charter Statements exemplify our 'Purpose' in delivering the best educational programs for our students and 'What' we as a school community 'Value' as essential in achieving this 'Purpose':

VISION STATEMENT	VALUES CHARTER
The Hervey Bay Special School community is a team of passionate, skilled, highly qualified and experienced professionals.	The staff of Hervey Bay Special School value integrity, honesty and respect in our personal and professional actions and decisions.
We are committed to delivering the best possible learning outcomes for our students by creating resilient, confident and independent learners.	We take pride in our profession and we are committed to delivering our vision to enhance educational and social opportunity for our students.
Our school community celebrates diversity and promotes acceptance, respect and individuality. All students are supported and encouraged to explore individual pathways for lifelong learning and active citizenship in their journeys beyond school.	We will create a positive culture that is supportive of individual difference, skills and talents.
In partnership and collaboration with our parents, carers and wider community we put ability before disability and set no limits on potential.	We value open communication, the pursuit of common goals and effective collaboration with all stakeholders.
	We encourage and empower each other in developing and achieving personal and professional goals.

Principal's Foreword

Welcome to our School Annual Report for 2017. This year was another highly productive and very successful year for our school community. In 2016, our explicit improvement agenda focused on developing a supportive school culture with school and student performance data underpinning our decision making processes. In 2017, this focus continued with our explicit improvement agenda expressed as "Reading and Data" and our strategy as "Great Staff, Great Data, Great Decisions". This year was the first year of our whole of school approach to literacy with the Four Blocks to Literacy program introduced and rolled out across the school. This was



the year that the school leadership team refined and updated their specific roles and responsibilities, performance development plans, performance targets and strategies to achieving a range of goals. Teachers and teacher aides also developed performance development plans in consultation with peers and school leaders in alignment to the school's Annual Implementation Plan. Our successes this year were again founded on building school and staff capabilities and capacity for change, improvement, clear and better communication processes, specific professional development and positive and productive partnerships with a wide range of businesses, service organisations, local mainstream schools and special schools. These actions have ensured that Hervey Bay Special School would continue to deliver the Australian Curriculum, meet the individual needs of students and be well positioned for future years to effectively manage enrolment growth and the associated complexities and challenges.

Introduction

In 2017, the school maintained the focus of improvement across Three Specific Priority Areas identifying alignment to the National School Improvement Tool (NSIT):

1. Improvement Priority 1: PBL (POSITIVE BEHAVIOUR FOR LEARNING)
2. Improvement Priority 2: CURRICULUM
3. Improvement Priority 3: STAFF EXPERTISE

School Progress towards these goals in 2017

IMPROVEMENT PRIORITY 1: PBL (POSITIVE BEHAVIOUR FOR LEARNING)

Our Goal: Encouraging positive behaviour for lifelong learning, community engagement and maintaining successful and safe relationships.

Strategy	
Actions	Progress in 2017
1. School Responsible Behaviour Plan 2017 updated and agreed upon through school community NSIT: School Community Partnerships	School Responsible Behaviour Plan 2017 was updated and signed off by Principal, P and C president and Assistant Regional Director. The Focus Improvement Group (FIG) PBL led by key teacher successfully built staff skills, knowledge and understanding of our School Responsible Behaviour Plan 2017
2. School behaviour matrix shared and agreed upon by staff NSIT: Effective Pedagogical Practices	School behaviour matrix was refined by the PBL team and adopted throughout the school
3. SET updated to reflect the Benchmarks of Quality (BOQ) data and documented in Action Plan NSIT: Analysis and Discussion of Data	Benchmarks of Quality (BOQ) data was analysed and translated to goals and actions of our Action Plan
4. Routines/Behaviours/Expectations displayed in main areas of school NSIT: Effective Pedagogical Practices	Throughout the school, the three school rules: Be Safe, Be Respectful and Be A Learner were strategically positioned for high impact
5. PBL curriculum lessons developed according to data (Term by term)	PBL curriculum lessons were developed and implemented daily in classrooms

NSIT: Analysis and Discussion of Data Effective Pedagogical Practices	
6. Induction in place for new staff about school expectations/matrix NSIT: Expert Teaching Team	Our staff induction process focused on the school expectations/matrix
7. Adoption of School Passport incentive scheme with all F-3 students and adapted for students accessing General Capabilities of Australian Curriculum NSIT: Differentiated Teaching and Learning	The School Passport incentive scheme is implemented throughout the school and utilised for Student Rewards Day at end of each school term
8. Clarification on referral process for minor and major behaviours NSIT: Effective Pedagogical Practices	Recording of student behaviours on OneSchool improved significantly as staff were able to record to either minor or major categories
9. Clarification/definitions about behaviour categories on One School NSIT: Effective Pedagogical Practices, Expert Teaching Team	Recording of student behaviours on OneSchool improved clarity of data significantly as staff understood the importance of choosing one behaviour category
10. Ensure all staff skilled in entering data onto One School NSIT: Expert Teaching Team	All staff were trained in recording behaviours on OneSchool and 'How to Record on OneSchool' instructions placed on our school SharePoint for ready referencing
11. Responsible behaviour around internet usage. Formalised lesson plan through PBL schedule. Links into the ICT assessments NSIT: Analysis and Discussion of Data Effective Pedagogical Practices	Data on internet usage confirmed that staff and students maintain usage within allocations
12. Consistent use of symbols across the school support behaviours consistent with school rules NSIT: Effective Pedagogical Practices	Throughout the school, the three school rules: Be Safe, Be Respectful and Be A Learner were consistently and strategically positioned for high impact
13. ALS topic board to be created and to accompany activities during break times to facilitate positive interactions and inclusion NSIT: Effective Pedagogical Practices	Progress with implementing specific ALS topic boards was targeted only to students accessing highly individualised curriculum

IMPROVEMENT PRIORITY 2: CURRICULUM

Goal: To deliver a highly individualised curriculum which caters for diverse learners and that promotes success.

Strategy	
Actions	Progress in 2017
<p>1. To implement the Four Blocks to Literacy and Writing across the whole school.</p> <p>NSIT: Explicit Improvement Agenda A Culture that Learning</p>	<p>The Inquiry Cycle approach was adopted in planning how to successfully implement Four Blocks to Literacy with our Emergent, Transitional and Conventional Readers with each of the four terms designated to implement: Self Selected Reading; Working with Words; Writing and Comprehension</p>
<p>2. Develop teacher and Teacher Aide capacity in using AAC. (PODD, Proloquo2Go etc.)</p> <p>NSIT: Expert Teaching Team</p>	<p>A concerted approach that included ongoing training for teachers and teacher aides to implement PODD throughout the school has resulted in improved student outcomes with their communication goals</p>
<p>3. Implement Numeracy 1a for students accessing Australian Curriculum at General Capabilities 1c and 1d levels</p> <p>NSIT: Systematic Curriculum Delivery</p>	<p>The Focus Improvement Group (FIG) Curriculum led by Head of Curriculum and Master Teacher built staff skills, knowledge and understanding of implementing Numeracy 1a for students accessing Australian Curriculum at General Capabilities 1c and 1d levels</p>
<p>4. Sharp and narrow focus on students working at Extended General Capabilities 1a-1d</p> <p>NSIT: Systematic Curriculum Delivery Expert Teaching Team</p>	<p>The Focus Improvement Group collaboratively developed documents to assist teachers with planning and delivery of curriculum to students accessing a Highly Individualised Curriculum. The HOC and SLP aligned elaborations and goals for students working at Literacy 1b, 1c and 1d to achievement standards and content being covered by students at Foundation level.</p>
<p>5. Enable Junctures to determine appropriate websites/apps with iPads that enhance and maximise student learning</p> <p>NSIT: Differentiated Teaching and Learning</p>	<p>Junctures requested and received appropriate apps that were uploaded to iPads</p>
<p>6. Implement 'Clickview' to extend curriculum options and strategies across the school</p> <p>NSIT: Differentiated Teaching and Learning</p>	<p>Did not implement "Clickview". It was investigated, but was cost prohibitive.</p>
<p>7. PODD to be applied across whole of school to develop students' linguistic and social competencies on expressive oral language skills for literacy</p> <p>NSIT: Differentiated Teaching and Learning Expert Teaching Team</p>	<p>Implementing PODD throughout the school has resulted in improved student outcomes with communication goals as reported in students' Mid-Year and End of Year Reports</p>
<p>8. Utilise tobi eye gaze technology with students identified with physical and multisensory impairments</p> <p>NSIT: Systematic Curriculum Delivery Expert Teaching Team</p>	<p>Tobi eye gaze technology was acquired and deployed for specific students. Training of staff who supported the students was also provided</p>

IMPROVEMENT PRIORITY 3: STAFF EXPERTISE

Goal: To develop school's professional, human, social and decisional capital.

Strategy	
Actions	Progress
<p>1. Develop a rich and positive Culture of Reflective Feedback (through Classroom Profiling and Peer Coaching) that informs and improves school capacity for change and continual improvement</p> <p>NSIT: Expert Teaching Team</p>	<p>Training of teachers in Profiling increased our ability for teachers to be Profiled and to better understand their pedagogical practices aligned to the Essential Skills Classroom management framework</p>
<p>2. Building the capability of every teacher and leader to be an expert in the teaching of reading -Four Blocks to Literacy implementation in 2017</p> <p>NSIT: Explicit Improvement Agenda</p>	<p>The Focus Improvement Group (FIG) Curriculum led by HOC successfully built staff skills, knowledge and understanding of the Four Blocks approach to all staff</p>
<p>3. Develop staff expertise in collating and utilising data through One School to make informed decisions on student achievement levels, guide to making judgements, moderation, student reports</p> <p>NSIT: Expert Teaching Team Analysis and Discussion of Data</p>	<p>The Master Teacher successfully built staff expertise in the collection of data in Literacy and Numeracy and began working with staff to analyse data to inform decision making. Staff were provided training on how to enter data on the OneSchool platform for Literacy and Numeracy. Moderation processes were reviewed and streamlined. The changes made allowed teachers to increase the number of folios moderated and ensured that judgements were comparable and reliable for authentic evidence based reporting.</p>
<p>4. Develop expertise of Senior Secondary staff by creating innovative partnerships with post school service providers resulting in post school pathways for students in Senior Secondary Schooling</p> <p>NSIT: Expert Teaching Team School Community Partnerships</p>	<p>Senior secondary staff attended Special Education Training Alliance (SETA) training. In addition, staff participated in the ASDAN (Award Scheme Developmental Accreditation Network). The positioning of a part-time Transition Officer has enabled our work experience programs to expand across Hervey Bay businesses</p>
<p>5. Whole School Professional Development plan developed in alignment with School's Three Explicit Improvement areas</p> <p>NSIT: Expert Teaching Team A Culture that Promotes Learning</p>	<p>Whole School Professional Development plan developed and aligned to goals of our AIP 2017</p>
<p>6. Staff Personal Performance Development Plans developed in alignment with School's Three Explicit Improvement areas. Use Performance Targets to sharpen alignment to our AIP 2017</p> <p>NSIT: Expert Teaching Team</p>	<p>Staff Personal Performance Development Plans and aligned to goals of our AIP 2017</p>
<p>7. Upskilling of all staff in application of software</p> <p>NSIT: Expert Teaching Team</p>	<p>Staff participate in Tech Cafes focused on developing skills in application of Clicker software</p>

Future Outlook: 2018

We continue building momentum of school improvement with our Three Specific Priority Areas identifying alignment to the National School Improvement Tool (NSIT):

1. Improvement Priority 1: PBL (POSITIVE BEHAVIOUR FOR LEARNING)
2. Improvement Priority 2: CURRICULUM
3. Improvement Priority 3: STAFF EXPERTISE

Improvement Priority 1: PBL (POSITIVE BEHAVIOUR FOR LEARNING)

Goal: Encouraging positive behaviour for lifelong learning, community engagement and maintaining successful and safe relationships.

Strategy			
Actions	Targets	Timelines	Responsible Officer
<p>1. Improve the induction process for new staff to include a brochure outlining our school PBL system and meet personally with coach.</p> <p>Strategic Plan: Collaboration</p> <p>NSIT: Targeted use of school resources A culture that promotes learning</p>	100% New Staff	Term 1 Week 1	Shellie Carmen
<p>2. PODD chat boards located in key locations and play areas across the school.</p> <p>Strategic Plan: Collaboration</p> <p>NSIT: A culture that promotes learning Targeted use of school resources Effective pedagogical practices</p>	100% students	End of Term 1	Tamara Nicci Shellie
<p>3. Video completed for each weekly explicit teaching focus to support behaviour curriculum delivery.</p> <p>Strategic Plan: Capabilities and empowerment</p> <p>NSIT: Systematic curriculum delivery A culture that promotes learning Effective pedagogical practices</p>	100% students	Ongoing	Carmen Marg
<p>4. Adopt and roster staffing in the Active Supervision Roster to deliver the Games Factory activities for lunchtime Active Supervision.</p> <p>Strategic Plan: Capabilities and empowerment</p> <p>NSIT: Systematic curriculum delivery A culture that promotes learning Effective pedagogical practices</p>	100% students	End of Term 1	Milanka Karen
<p>5. Daily PBL focus teaching timetabled every morning in every classroom.</p> <p>Strategic Plan: Accountability</p> <p>NSIT: Differentiated teaching and learning</p>	100% Students	Term1 Week 1	All Teachers

<p>Systematic curriculum delivery A culture that promotes learning Effective pedagogical practices</p>			
<p>6. No Play Areas mapped, highlighted with paint or signs and explicitly taught to all students.</p> <p>Strategic Plan: Capabilities and empowerment</p> <p>NSIT: Differentiated teaching and learning Systematic curriculum delivery A culture that promotes learning Effective pedagogical practices</p>	100% Students	End of Term 1	Ross Carmen Milanka All teachers
<p>7. Tier 2 Effective Classroom Practices team meet weekly and review student's Individual Behaviour Support Plans</p> <p>Strategic Plan: Collaboration</p> <p>NSIT: Effective pedagogical practices Analysis and discussion of data A culture that promotes learning An expert teaching team</p>	ODR Behaviour Data	Term 1 begin and ongoing	Shellie Esme Karen Classroom teachers
<p>8. All students with challenging behaviours have a Stages of Escalation Plan completed, displayed in classroom, shared with all staff and in relief teacher folder.</p> <p>Strategic Plan: Collaboration</p> <p>NSIT: An expert teaching team Differentiated teaching and learning A culture that promotes learning</p>	Behaviour Data Export	Term 1 Week 4	All Teachers
<p>9. Two PBL team members to attend termly coach meetings and supported by Lead Coach to complete and analyse all data and manage Curriculum across the school.</p> <p>Strategic Plan: Collaboration and accountability</p> <p>NSIT: Effective pedagogical practices School community partnerships An expert teaching team</p>	100% Students	Term 1 and ongoing	Carmen Milanka Shellie Reno
<p>10. Responsible Behaviour Plan updated with new whole-school rewards system information, reflection sheet and mental health/suicide information.</p> <p>Strategic Plan: Accountability</p> <p>NSIT: Effective pedagogical practices Analysis and discussion of data</p>	100% staff	End of term 1	Shellie Carmen Reno Keryn
<p>11. Continual focus about entering incident data onto OneSchool using FBA approach and ABC reporting.</p> <p>Strategic Plan: Accountability</p>	100% staff	Ongoing	Shellie Carmen Milanka

<p>NSIT: Analysis and discussion of data An expert teaching team</p>			
<p>12. Clarification and adoption of PBL team roles and responsibilities, sharing workload and responsibilities amongst the team.</p> <p>Strategic Plan: Collaboration</p> <p>NSIT: Targeted use of school resources An expert teaching team</p>	PBL Team	Ongoing	All PBL team members
<p>13. Continue building momentum of creating a Data Literate School with professional discussions of Behaviour, EBS, SET and BOQ data used to drive decision making through the Action Plan.</p> <p>Strategic Plan: Accountability</p> <p>NSIT: Analysis and discussion of data An expert teaching team</p>	100% staff	Ongoing	Shellie Sheree Carmen
<p>14. Lift the profile of 'Hervey the Whale' through activities and competitions (e.g. colour-in competition, weekly Hervey visits to classroom).</p> <p>Strategic Plan: Collaboration and accountability</p> <p>NSIT: Effective pedagogical practices School community partnerships An expert teaching team</p>	100% staff and students	Ongoing	Carmen Milanka Shellie
<p>15. Ensure that all staff are interactive with the school's PBL data wall, using the school data discussion template to discuss 1. What do you see? 2. What does that tell you? 3. What could improve? and 4 What is going well?</p> <p>Strategic Plan: Collaboration and accountability</p> <p>NSIT: Effective pedagogical practices School community partnerships An expert teaching team</p>	100% staff	Termly	Shellie Carmen Milanka

Improvement Priority 2: CURRICULUM

Goal: To deliver a highly individualised curriculum which caters for diverse learners and that promotes success.

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
<p>9. Develop and implement a whole school numeracy program and assessment kit. (Explore whole school approaches to Maths with other schools).</p>	100% students	Commence Semester 1	Master teacher: Shellie P Belinda

<p>Strategic Plan: Capabilities and Empowerment</p> <p>NSIT: School Community Partnerships Systematic Curriculum Delivery A culture that promotes learning Effective pedagogical practices.</p>			
<p>10. Create a sharp and narrow focus on students working on Highly Individualised Curriculum 1a-1d:</p> <ul style="list-style-type: none"> ➤ All students on Highly Individualised Curriculum to have evidence collected and stored on Evidence Hub ➤ Develop Guide to making Judgement template for use with students working on a Highly Individualised curriculum ➤ All students on a Highly Individualised Curriculum to be moderated twice per year ➤ Further upskill teachers in understanding of planning and curriculum delivery for students working on a Highly Individualised Curriculum <p>Strategic Plan: Collaboration Accountability</p> <p>NSIT: Systematic Curriculum Delivery Targeted Use of Resources Expert teaching team Differentiated Teaching and Learning Analysis and discussion of data</p>	100% students	End Semester 1	Belinda Teachers
<p>11. Develop staff expertise in P-12 Different Year Level Partial: All students to have evidence collected on Evidence Hub</p> <p>Strategic Plan: Accountability</p> <p>NSIT: Systematic Curriculum Delivery Expert Teaching Team</p>	100% students	End Semester 2	Belinda Shellie P Teachers
<p>12. Continue our focus on creating a data literate school: All assessment data for Literacy and numeracy to be recorded on OneSchool biannually</p> <p>Strategic Plan: Accountability</p> <p>NSIT: Analysis and discussion of data Expert teaching team</p>	100% students have literacy data entered on OneSchool	Semester 1	Shelley Teachers
<p>13. Observation and feedback focus across school: Continue building on school's professional capital by strengthening our school culture of improvement implementing our "Inquiry Cycle" on our Four Blocks literacy approach with a focus on Working With Words block</p> <p>Employ a Literacy Coach to work with teachers in classes to provide professional feedback and</p>	25% improvement in student achievement level across school	Semester 1	Belinda Nicci N Teachers

<p>modelling of best practice in implementing Four Blocks to Literacy</p> <p>Strategic Plan: Capabilities and Empowerment</p> <p>NSIT: Systematic Curriculum Delivery A culture that promotes learning Differentiated teaching and learning Effective pedagogical practices.</p>			
<p>14. Investigate phonics programs and possible utilisation throughout school.</p> <p>Strategic Plan: Capabilities and Empowerment</p> <p>NSIT: Systematic Curriculum Delivery</p>	100% students	Commence Semester 1	Belinda
<p>15. Enrich school curriculum by implementing specialist curriculum areas: Maths, Science, Health and Social development, Visual and performing arts, Stephanie Alexander Kitchen Garden Program and strategically rotate areas to maximise student outcomes.</p> <p>Strategic Plan: Capabilities and Empowerment</p> <p>NSIT: Systematic Curriculum Delivery Targeted Use of Resources</p>		Semester 1	Belinda (specialist teachers)
<p>16. Implement Literacy continuum P-2. Professional development for teachers in use of continuum.</p> <p>Strategic Plan: Capabilities and Empowerment</p> <p>NSIT: Systematic Curriculum Delivery A culture that promotes learning</p>	100% students P-9	By end of semester 1	Belinda Nicci N
<p>17. Develop further curriculum partnerships with other special schools both within NC region and out of region.</p> <p>Strategic Plan: Collaboration</p> <p>NSIT: School community partnerships An expert teaching team</p>	PLC meetings each term	Ongoing from term 1	Belinda Shellie Nicci N
<p>18. Implement targeted Health and Physical education programs through sporting clinics e.g. Golf clinic, Ten Pin bowls clinic funded through sporting schools funding.</p> <p>Strategic Plan: Capabilities and Empowerment</p> <p>NSIT: A culture that promotes learning Targeted use of school resources School community partnerships</p>	Junior and Junior Secondary	Commence term 2	Belinda

<p>19. Build curriculum expertise focused on pedagogical practices across the school through WOW (Watching Others Work) strategy.</p>			
<p>Strategic Plan: capabilities and Empowerment</p> <p>NSIT: Effective pedagogical practices An expert teaching team</p>	<p>100% teachers engage in WOW</p>	<p>Commence term 1</p>	
<p>20. Ensure that the Inquiry Cycle of Speech Language Communication framework aligns to School Student Performance targets 2018.</p> <p>Strategic Plan: Accountability</p> <p>NSIT: Analysis and discussion of data</p>		<p>Term 1</p>	<p>Tamara</p>

Improvement Priority 3: STAFF EXPERTISE

Goal: To develop school's professional, human, social and decisional capital.

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
<p>1. Staff to complete training in the software programs ' Clicker 7' and 'Boardmaker Online'.</p> <p>Strategic Plan: Capabilities and Empowerment</p> <p>NSIT: Differentiated Teaching and Learning Expert Teaching Team</p>	100% teachers	End of term 2 2018	Leadership Team, Teachers, ICT FIG Team
<p>2. Staff to complete training to maximise the use of interactive panels, including the software program 'Easy Teach'.</p> <p>Strategic Plan: Capabilities and Empowerment</p> <p>NSIT: Expert Teaching Team</p>	100% teachers	End of term 1 2018	Leadership Team, Teachers, ICT FIG Team
<p>3. Staff to complete training in the set up and use of the alternative operational access equipment (eg. Tobi Eye gaze, Switches).</p> <p>Strategic Plan: Capabilities and Empowerment</p> <p>NSIT: Expert Teaching Team</p>	Staff with students requiring specialised technology	End of term 2 2018	Leadership Team, Identified Teachers, ICT FIG Team
<p>4. Staff will implement aided language stimulation strategies to be effective communication partners with students who benefit from AAC.</p> <p>Strategic Plan: Capabilities and Empowerment</p> <p>NSIT: Expert Teaching Team</p>	100% staff	Ongoing 2018	All staff SLP
<p>5. Establish four technology enhanced classrooms (one per Juncture) with upgrades of software, hardware, furniture fitout.</p> <p>Strategic Plan: Capabilities and Empowerment Accountability Collaboration</p> <p>NSIT: Expert Teaching Team</p>	Four classroom established	Ongoing 2018	Leadership Team, Teachers, ICT FIG Team
<p>6. Staff of designated Technology Enhanced Classes (one class per Juncture) are provided training in integration of technology in respective classes.</p> <p>Strategic Plan: Capabilities and Empowerment</p> <p>NSIT: Expert Teaching Team Effective Pedagogical Practices Differentiated Teaching and Learning</p>	Staff provided appropriate training	Ongoing 2018	

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	95	41	54	16	90%
2016	104	40	64	18	92%
2017	105	41	64	15	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview:

Hervey Bay Special School accepts enrolments for students in prep year to Year 12 of their education. In 2017, the school population increased by 13 students drawn from a variety of destinations both in Queensland and interstate. At the end of 2017, 8 students graduated, however the enrolment trend continues and it is anticipated that the school population could reach 120 students by 2020. The climate, city facilities and location on the doorstep of Fraser Island make Hervey Bay a very attractive location to reside. All students of this school are verified in the intellectual disability category and of these students, 82 students are verified in another second and third category of disability. Due to the nature of the disabilities of students, a significant number of students require Health Plans in managing a range of medical conditions. Nine of these students were from Aboriginal or Torres Strait Islander background. A significant number of students are verified in the physical impairment category, hence safe manual handling practices and student health plans designed in collaboration with our school health nurse ensured that our students were provided access to an education in a safe and caring environment.

Average Class Sizes:

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	4	5	5
Year 4 – Year 6	5	6	6
Year 7 – Year 10	5	6	6
Year 11 – Year 12	6	5	6

Curriculum Delivery

Our Approach to Curriculum Delivery:

Hervey Bay Special School provides educational programs for students with a diverse range of disabilities and needs from Prep to Year 12. Our Pedagogical Framework 'Dimensions of Teaching and Learning' underpins our teaching and learning and is drawn from the Australian Curriculum as well as individual goals based on the needs of each student.

All students from Prep-Year 10 have an Individual Student Plan which is developed in collaboration with parents/carers. This incorporates an Individual Curriculum Plan which is drawn from the Australian Curriculum. Students access curriculum at their ability level but in an age appropriate context using the Queensland Education Students With Disabilities (SWD) units of work.

In addition, students have individual learning goals including a communication, literacy and numeracy goal. Plans are endorsed by parents/carers and the Principal.

- Our school utilises the Four Blocks approach to Literacy, an evidence based balanced literacy framework which assumes that all students can read and write.
- Our numeracy program incorporates "Maths Fiesta" utilising hands on learning experiences.
- Communication development is a priority for all students and we support communication access with a variety of AAC (Alternative and Augmentative Communication). This includes PODD (Pragmatic Organisation Dynamic Display) iPads, Proloquo2Go, AUSLAN signing, Boardmaker, (a tool to create symbol adapted accessible curriculum materials for students) as well as approaches such as Intensive Interaction for students with severe, profound or complex learning difficulties.
- Senior Secondary students complete programs in English, Maths, Citizenship and Health modules of work. Senior Secondary also complete:
- P.A.T.H planning: Planning Alternative Tomorrows with Hope, a graphic tool that assists students and their families to create a visual image of a desirable future, and work towards that during their Senior Schooling years.
- SET plans which set individual goals for students to attain their QCIA at the end of Year 12
- Delivery of VET certificates such as Certificate 1 in Access to Vocational Pathways, Information Media Digital Technology and Volunteering
- Delivery of international ASDAN certificates in Preparing for Adulthood modules
- Supported work experience

Co-curricular Activities:

- Sporting activities may include activities such as swimming, golf and bowling throughout the year funded by Sporting Schools funding.
- Sports Day conducted end of Term 2
- Youth Touring Performances
- Community Based Instruction
- Riding for the Disabled
- Travel Training in Senior Secondary
- School camp in Senior Secondary (bi-annual)
- Regional Athletics and State Representation
- Work Experience with various worksites and recreational providers
- Stephanie Alexander Kitchen Garden Program

How Information and Communication Technologies are used to Assist Learning:

All classrooms are equipped with either interactive whiteboard or interactive TV. These resources enable teachers to productively engage and interact with all students visually with the curriculum. It is envisaged that the interactive TVs will over time replace the interactive whiteboards. In addition, all classrooms have two iPads for student learning using a range of appropriate educational apps. In our Resource Centre, a bank of desktop computers allows students to conduct research projects and further develop their literacy and numeracy skills. A range of voice output devices positioned in

specific classrooms for students enables the development of students' communication goals. In 2017, a concerted effort was placed on acquiring specific educational software such as Clicker 7, Reading Eggs and PM Readers to target literacy and numeracy skill development. Upgrade of the school's server switches commenced with A Block switches. The program of replacement of desktop computers continued to replace a number of donated computers. Through our Speech Language Communication Framework, our Speech Language Pathologist has commenced the introduction of PODD (Pragmatic Dynamic Other Display) strategy throughout the school with the goal of meeting the needs of students who present with communication difficulties.

Social Climate

Overview:

In comparison to previous years, the Parent survey data rates the school highly. The number of parent respondents from previous years has grown steadily as more parents take an interest in this school. The Teacher Survey data confirmed that teachers have rated receiving valuable feedback highly. In addition, teachers have rated the school highly in support of the school, its initiatives and action plans to bring the plans to completion. For example, teachers indicated that they greatly enjoyed working at our school, that it was a safe place to work, that they felt well supported by administration and the community and that their opinions were taken seriously by school administration. This is indicative of the leadership density throughout the school staff and also of the capacity building occurring through staff professional development activities.

Students also were in support of the school and valued the school as a place of learning. The acquisition of technology to improve student engagement in classrooms, enhancements to play facilities and the strategic deployment of teachers and teacher aides across the school ensured that students were provided optimum learning opportunities.

Parent, Student and Staff Satisfaction:

Parent opinion survey:

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	25%	94%	78%
this is a good school (S2035)	50%	94%	85%
their child likes being at this school* (S2001)	100%	100%	85%
their child feels safe at this school* (S2002)	100%	100%	88%
their child's learning needs are being met at this school* (S2003)	50%	94%	81%
their child is making good progress at this school* (S2004)	50%	94%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	78%
teachers at this school motivate their child to learn* (S2007)	75%	100%	85%
teachers at this school treat students fairly* (S2008)	100%	100%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	85%
this school works with them to support their child's learning* (S2010)	75%	94%	81%
this school takes parents' opinions seriously* (S2011)	25%	88%	77%
student behaviour is well managed at this school* (S2012)	100%	100%	85%
this school looks for ways to improve* (S2013)	100%	94%	81%
this school is well maintained* (S2014)	100%	94%	93%

Student opinion survey:

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
I like being at my school (S2036)	96.9%	94.1%	97.3%
I feel safe at my school* (S2037)	100%	90.9%	88.9%
Teachers at my school treat students fairly (S2041)	94.1%	87.1%	89.5%
My school gives me opportunities to do interesting things (S2047)	100%	91.4%	89.5%
I am getting a good education at my school (S2048)	97.2%	94.1%	94.7%
I can access computers and other technologies at my school for learning(S2052)	97.2%	97.1%	97.4%
My teachers encourage me to do my best(S2059)	97.1%	97.1%	97.4%
My teachers care about me (S2063)	94.3%	88.6%	94.6%
My school encourages me to participate in school activities(S2064)	97.1%	97.1%	94.6%
This is a good school(S2068)	91.7%	100%	94.6%

Staff opinion survey:

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	68%	96%	98%
they feel that their school is a safe place in which to work (S2070)	62%	96%	88%
they receive useful feedback about their work at their school (S2071)	52%	89%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	74%	91%
students are encouraged to do their best at their school (S2072)	88%	100%	95%
students are treated fairly at their school (S2073)	69%	93%	93%
student behaviour is well managed at their school (S2074)	54%	87%	86%
staff are well supported at their school (S2075)	50%	87%	88%
their school takes staff opinions seriously (S2076)	46%	91%	88%
their school looks for ways to improve (S2077)	72%	98%	100%
their school is well maintained (S2078)	73%	91%	90%
their school gives them opportunities to do interesting things (S2079)	65%	96%	88%

* 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:

Our school Parents and Citizen's Association was very active and represented the parents/carers of our school. Inclusion of reports in the school newsletter ensured that our parents were kept informed of activities and events organized by the Parents and Citizen's Association. Throughout the year, monthly meetings were conducted with the focus on enhancing the learning activities and curriculum provided by the school.

Our parents/carers meet twice per year with their child's teacher to collaboratively plan students' Individual Support Plans and PATH plans (Planning Alternative Tomorrows with Hope). Many of our teachers maintain daily communication books with families to keep families up to date with events of the day.

In 2017, more community and service organisations such as the Freemasons, Rotary, Lions and Lioness Clubs elected to provide financial support to our school. Students who made State representation in athletics were provided support to enable these students to participate. Our school designed a 'Friends of Hervey Bay Special School' board displayed in a prominent position of the office administration.

Respectful relationships programs:

In 2017, a School Chaplaincy Program was supported by the Parents and Citizen's Association. The role of the school chaplain provided both one on one and group support for students during recesses in building and maintaining friendships with peers, resolving differences and playing with one another in a safe manner. The school chaplain facilitated a student leadership body that met fortnightly to discuss issues and concerns of the students.

Our school Positive Behaviour for Learning (PBL) plan encourages and supports all students to be the best in following our three school rules: "Be a Learner, Be Respectful, Be Safe". From our PBL plan, students are taught specific lessons that focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Our students are recognised and acknowledged through our school reward system implemented on a daily basis. These school programs focus on building skills to develop and maintain appropriate, respectful and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	3	14	12
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint:

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.

With an increasing enrolment trend, every available classroom has been utilised to provide an educational program for all students. Hence, whilst use of electricity increased overall, it was well managed with practices around reducing unnecessary wastage of power with air conditioners, fans, lights and IT equipment. Many of our students suffer from epilepsy and overheating presents the possibility of triggering seizures. Our water usage reduced as good management practices such as the removal of a school spa and judicious use of water for grounds became the standard. The fulltime School Facilities Officer was included in School Leadership Team and Workplace, Health and Safety meetings on a regular basis ensuring that the school resources were well managed.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	93,236	706
2015-2016	92,217	284
2016-2017	104,417	359

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL

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:

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	35	0
Full-time Equivalent	26	25	0

Qualification of all teachers



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	0
Bachelor degree	23
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development:

The total funds expended on teacher professional development in 2017 was \$27500.

The major professional development initiatives were as follows:

- AUSLAN Beginners, Level 1 and 2
- Special Education Training Alliance (SETA)
- SECC (Special Education Curriculum Cluster) Conference
- QASEL (Queensland Association of Special Education Leaders) Conference
- QCIA (Queensland Certificate of Individual Achievement) Wide Bay Certification
- PATH (Planning Alternative Tomorrows with Hope) Training
- ASDAN Training
- Data Literacy Roadshow
- ESCM (Essential Skills Classroom management) Training
- SBS Finance Training
- Beginning Teacher Workshop
- Building your iPad Program
- Highly Accomplished Teacher (HAT) Workshop
- Classroom Profiling Training
- Libcode Training for our resource Centre
- First aid qualifications

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance:

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	96%

Proportion of Staff Retained from the Previous School Year:

From the end of the previous school year, 88% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	86%	87%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	90%	90%

*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 2017 for all Queensland Special schools was 88%.

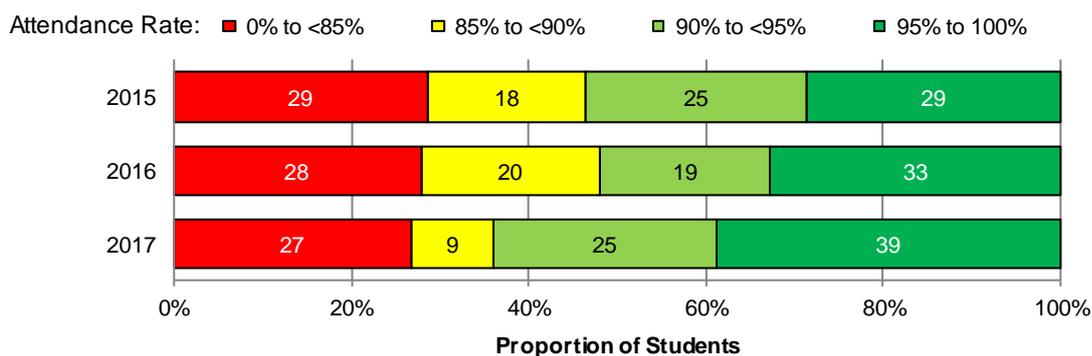
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015		78%	91%	84%	86%	93%	92%	89%	89%	85%	82%	78%	86%
2016	84%	DW	93%	91%	92%	83%	75%	93%	95%	86%	87%	83%	86%
2017	71%	88%	82%	81%	83%	92%	89%	94%	90%	92%	87%	87%	90%

*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:

The attendance roll is marked on OneSchool in the mornings and in the afternoons by class teachers. Our school administration officer checks each day that rolls have been completed by teachers at 10.00am. Parents/carers 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 up by administration with formal letters requesting explanations for

absences. Reminders to parents/carers to inform the school of their child's absence are regularly included in our fortnightly publications.

Non-attendance is managed in state schools in line with the Department of Education 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.

NAPLAN

Students from Hervey Bay Special School were exempt from the NAPLAN testing.

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

School name

Suburb, town or postcode

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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	3	20	8
Number of students awarded a Queensland Certificate of Individual Achievement.	2	19	5
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)		0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	1	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	1	5
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
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.		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%	5%	63%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

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
2015	0	0	0	0	0
2016	0	0	0	0	0
2017	0	0	0	0	0

As at 14th February 2018. 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
2015	0	0	0
2016	0	0	0
2017	7	0	0

As at 14th February 2018. The above values exclude VISA students.

Hervey Bay Special School offered Certificate I in Access to Vocational Pathways (Two year course). Seven students completed their Certificate I: Information Digital Media and Technologies course. In 2018, a further Certificate I Active Volunteering course is to be offered.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.			133%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			200%

* 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:

Fewer than five responses to the 2018 Next Step survey were received from students who completed Year 12 at Hervey Bay Special School. Consequently, information on the post school destinations of Year 12 completers from 2017 is not available for reasons of data confidentiality.



Early leavers information:

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

There were no students who were early leavers in 2017.

Conclusion

In 2017, our student enrolment trend continued to climb. There were a large number of enrolments of students from other local schools, other Special Schools and interstate (13%). Likewise, new staff members were appointed to the school to meet this enrolment growth. The land size of the school presents a challenge regarding student recess play areas and in mornings for arrival and afternoons for departure of students. We are in possession of acquired land adjacent to our front entrance on Frangipani Avenue where our new arrival and departure area is to be built in the near future to create a safer environment. Maximising the outside spaces presented a challenge due to lack of shade structure, however the Parents and Citizen's Association successfully applied for a grant to shade three seating areas. Our progress continues with our goal of enhancing our senior secondary curriculum with our Trade Training Centre and our Café for delivery of Certification Courses of students' learning in senior secondary program.