

# Barrett Adolescent Centre Special School Queensland State School Reporting 2014 School Annual Report



**Note 1.** To assist with the development of the 2014 School Annual Report (SAR), this prepopulated template has been provided so schools can insert required information. Depending on your school type and year levels offered, you may choose to remove some non-applicable sections.

**Note 2.** Careful consideration should be given to the nature of reporting where there are fewer than five people in a group, cohort or reporting field, or where all persons in a particular group have achieved identical results.

**Note 3.** The completed SAR is to be posted to your school's website by 30<sup>th</sup> June 2015 and left on the website for a minimum of 12 months. The SAR must be located no more than '1 click' away from the school's home page.

**Note 4.** Schools are to make arrangements to provide the information (e.g. a copy of the completed SAR), on request, to a parent, carer or a person who is responsible for a student at the school and is unable to access the School Annual Report on the internet.

**Note 5.** Please ensure that all RED text is deleted before converting to PDF and publishing on the web.

	Postal address	PO Box 3225 Yeronga 4104
	Phone	
	Fax	
	Email	
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
	Contact person	Title of a school-based contact person for further information on the school and its policies.



## Principal's foreword

### Introduction

Outline the scope of what is contained in the report.

### School progress towards its goals in 2014

Outline AIP priorities from 2014 and describe/indicate the progress made on these priorities. Progress toward completion could be described and/or displayed in a table. For example, the first priority may have been partially completed / implemented in 2014 and is expected to be completed in 2015.

### Future outlook

Outline the key areas for improvement as defined in the School Implementation Plan for 2015.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 7 - Year 12

**Total student enrolments for this school:**

Total	Girls	Boys	Enrolment Continuity (Feb – Nov)

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

### Characteristics of the student body:

For the 'Characteristics of the student body', provide a broad statement that outlines the demographic/ socio-economic characteristics of your student body. This could include ethnicity, cultural background, religious backgrounds, rural/urban, indigenous/non-indigenous, student/community representation, family occupation/background, enrolment continuity, family composition, percentage of ESL, etc.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Note that SDA figures represent those students recommended for an SDA. Recommendations are subject to appeal and may therefore be upheld or set aside.

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Regular subjects do not need to be listed. Outline in dot point form salient features of the school's curriculum.

### Extra curricula activities

Description of the activities should be provided, particularly those that involve a significant number of students. Outline in dot point form.

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

Use narrative to describe school strategies such as digital pedagogies.

## Social Climate

Briefly describe the social climate of the school, including pastoral care programs, other support programs (if applicable), and strategies to respond to bullying. (Questions from the School Opinion Survey where students and parent express their satisfaction with 'safe at school', 'treated fairly', 'behaviour and discipline' and 'like being at this school' could also inform this aspect of the report.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	75%	100%	DW
their child is making good progress at this school* (S2004)	67%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	83%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	100%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	83%	DW

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	73%	88%	100%
they like being at their school* (S2036)	82%	94%	100%
they feel safe at their school* (S2037)	82%	94%	100%
their teachers motivate them to learn* (S2038)	73%	88%	100%
their teachers expect them to do their best* (S2039)	82%	88%	100%
their teachers provide them with useful feedback about their school work* (S2040)	82%	94%	100%
teachers treat students fairly at their school* (S2041)	91%	88%	100%
they can talk to their teachers about their concerns* (S2042)	82%	100%	100%
their school takes students' opinions seriously* (S2043)	91%	88%	100%
student behaviour is well managed at their school* (S2044)	91%	94%	100%
their school looks for ways to improve* (S2045)	82%	88%	100%
their school is well maintained* (S2046)	91%	94%	100%
their school gives them opportunities to do interesting things* (S2047)	91%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		47%	67%
their school gives them opportunities to do interesting things (S2079)		93%	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Write a short paragraph on the strategies used for involving parents in their child's education.

## Reducing the school's environmental footprint

Write a brief paragraph on the efforts made by the school during 2014 to reduce its environmental footprint (as based on electricity and water usage rate provided in the table below).

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012		
2012-2013		
2013-2014		

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

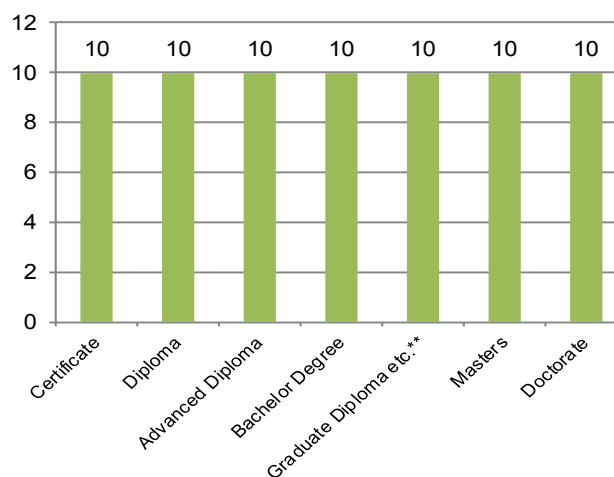
The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff

Schools will report on the qualification of classroom teachers and school leaders employed at the school, based on those staff employed at the school at the end of Term 4 each year. Qualification should be reported at the highest level of attainment. The table and chart below could be used to describe the distribution of qualifications.

**Qualification of all teachers** Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on your records, enter the numbers for your school for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are examples only, not your school's actual figures. The Department of Education and Training does not collect a teacher qualifications record on an annual basis).

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
<b>Total</b>	<b>70</b>



\*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 2014 were \$[INSERT VALUE].

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

Details regarding in-kind professional development activities undertaken (e.g. mentoring or peer learning circles) can also be included. Outline in dot point form.

The proportion of the teaching staff involved in professional development activities during 2014 was [INSERT VALUE]%.

The proportion of the teaching staff participating is to be reported as a percentage.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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/>.

(The school information below is available on the *My School* web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the *My School* website).

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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

In this section delete those tables and paragraphs that are not applicable to your school, or simply enter 'N/A'. Information published in the tables below must maintain the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. More information on privacy requirements is contained in the Annual Reporting Guidelines for the Annual Reporting Policy for all Queensland Schools. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	100%	100%	100%

The overall attendance rate in 2014 for all Queensland SDE/EU/SP schools was 90%.

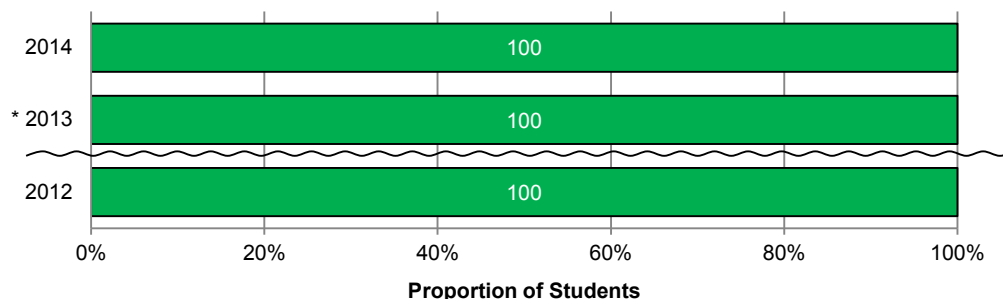
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012									DW	100%	100%	
2013										100%	100%	100%
2014											100%	100%

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

In this section, describe the procedures your school takes when the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for a part of a day or for longer periods. Include a description of how your school implements roll marking processes, including when rolls are marked and how your school follows-up absences with parents.

In addition, schools may choose to report proactive strategies that are being used to increase attendance.

### 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.

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

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

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 whose NAPLAN results 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 able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

Use your school's 'Closing the Gap Report' to make a summary statement about the school's progress on closing the gap between the performance of Indigenous and Non-Indigenous students in your school. Your response should include reference to attendance, attainment, and retention.

The following sections relate only to schools with senior secondary students. Please delete if not applicable.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.		129%	100%



**Outcomes for our Year 12 cohorts**

2012      2013      2014

Number of students receiving a Senior Statement

Number of students awarded a Queensland Certificate of Individual Achievement.

Number of students receiving an Overall Position (OP)

Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).

Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).

Number of students awarded an Australian Qualification Framework Certificate II or above.

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Number of students awarded an International Baccalaureate Diploma (IBD).

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.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 19 February 2015. 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
-------	--------	---------	----------	----------	----------

2012

2013

2014

As at 19 February 2015. 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
-------	---------------	----------------	--------------------------

2012

2013

2014

As at 19 February 2015. The above values exclude VISA students.

Please write a brief description of the types of VET qualifications completed by your students. Leave this blank if there were no VET qualifications completed by students in your school in 2014.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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.

Please write a brief description / statement about early leavers. Include mention of the school's approach to managing early leavers and a general indication of where the early leavers move to (i.e., work, study, overseas, interstate, etc.).