EXHIBIT 134         DET.900.001.0051

Department of Education, Training and Employment

DISCIPLINE AUDIT
5 PAGE PROFILE – BARRETT ADOLESCENT CENTRE
SPECIAL SCHOOL
DATE: 31 OCTOBER, 2014

# Clear Consistent Expectations for Behaviour
## (this includes consequences)

The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and promotes engagement. The school has a coherent plan outlining positive school-wide expectations and appropriate behaviours. These expectations and behaviours are clearly defined, widely communicated, embedded in practice and can be evidenced in the behaviour of students. Strong processes and procedures are in place to ensure a safe, supportive and disciplined learning environment and to encourage the development of a culture of continuous professional learning that includes classroom management practices

| Outstanding | High | Medium | Low |
|---|---|---|---|
| The school has a small number of positively stated school-wide expectations and appropriate behaviours that are clearly defined and embedded in practice. These expectations are highly visible throughout the school environment and are continually communicated in school documentation, newsletters, meetings, assemblies and are evident in the behaviour of the students.<br><br>All teaching staff members are regularly engaged in professional development, including at initial induction, to ensure behaviour processes are implemented consistently across the school.<br><br>The school has developed a continuum of proactive, evidence based interventions to respond effectively to inappropriate student behaviour, extending from the least intrusive (corrective feedback) to the most intrusive (referral to the office) and this continuum is consistently applied by all staff as measured by data regularly reviewed by the school team. | The school has developed a set of positively stated school-wide behaviour expectations.<br><br>The school expectations are visible throughout the school environment and are referred to regularly in a variety of ways and are evident in the behaviour of most students.<br><br>Teaching staff of the school are engaged in professional development, to ensure behaviour processes are implemented consistently across the school.<br><br>The school has developed a continuum of evidence based strategies to manage student behaviour and this is consistently applied by all staff. | Some work has been done on defining what the school behaviour expectations look like for students, with some evidence of formal documentation. There is some evidence that the school uses preventative and positive approaches to managing student behaviour.<br><br>Although the school has clear expectations for behaviour, these are not highly visible throughout the school and are not evident in the behaviour of a significant number of students.<br><br>An ad-hoc approach exists to training staff to ensure consistency of practice.<br><br>All consequences directly align with the legislative requirements and departmental policies and procedures and are applied fairly and consistently | There is limited evidence that the school has developed or documented any school-wide behaviour expectations.<br><br>The behaviour of many students indicates that the school has inadequately communicated behavioural expectations.<br><br>Staff members have received little or no training in consistent approaches to managing behaviour.<br><br>Behavioural problems and disengagement are issues for a significant proportion of students. There is an overreliance on suspensions and exclusions. |

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Department of Education, Training and Employment

DISCIPLINE AUDIT

5 PAGE PROFILE – BARRETT ADOLESCENT CENTRE SPECIAL SCHOOL

DATE: 31 OCTOBER, 2014

## Explicit Teaching of Appropriate Behaviour to All Students

The Principal and other school leaders recognise that a safe, supportive and disciplined learning environment is a key to improving student learning throughout the school. They take a strong leadership role in encouraging the use of research-based classroom management practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and engage in the explicit teaching of desired behaviours.

| Outstanding | High | Medium | Low |
|---|---|---|---|
| The principal and other school leaders have accepted personal responsibility for ensuring a safe supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement is a key to improved student learning and have clear and well-known positions on the kind of evidenced-based behaviour support strategies and interventions they wish to see occurring. | School leaders are committed to ensuring a safe, supportive and disciplined learning environment and expect team leaders and teachers to identify ways of doing this. However, the principal and other school leaders may not themselves have clear positions on the kinds of evidence based behaviour support strategies and interventions they wish to see occurring across the school. | School leaders are explicit about their desire to see a safe, supportive and disciplined learning environment, but are less clear about what this may look like. They do not appear to be driving a strong teaching and learning agenda across the school. | School leaders do not appear to have strong views on the characteristics of a safe, supportive and disciplined learning environment. There is little evidence that they are driving an agenda to change or enhance teaching and learning practices across the school. |
| Clarity about how students are expected to behave, high expectations of every student's behaviour, explicit teaching of expected behaviours, individualised behaviour support and timely feedback to guide student behaviour are key elements of the school's push for effective behaviour management. | Clarity about how students are expected to behave, expectations of student behaviour, explicit teaching of expected behaviours, individualised behaviour support and feedback to guide student behaviour are key elements of the school's push for effective behaviour management. | There is some clarity about how students are expected to behave but explicit teaching of expected behaviours is inconsistent and generally occurs only in the context of concerns about a student's behaviour. | The principal and other school leaders spend very little time discussing, teaching or modelling behaviour management strategies. Behaviour management appears to be viewed solely as the responsibility of teachers. |
| The school leadership team actively promotes the use of differentiated behaviour management strategies for ensuring that every student behaves appropriately. School leaders have given a very high priority to understanding and addressing the behaviour needs of all students. A range of initiatives are implemented for individuals and groups. Differentiated behaviour management strategies are a feature of every teacher's practice. | School leaders explicitly encourage teachers to tailor their behaviour management strategies to student needs. Interventions occur in response to student needs, backgrounds and experiences. | Some use is made of differentiated behaviour management strategies but in most cases the same behaviour management strategies are applied to all students. It is recognised throughout the school that some students require individualised behaviour management and plans have been developed for those students. | School leaders do not place a high priority on teachers identifying and addressing individual learning needs, and are more focused on enforcing a set of common behaviour expectations for all students. |

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T+L Audit 2010.

| Record ID | Centre Code | login (Q1_2) | Enrolments band | School | Auditor | Hidden (Q4_3) | Hidden (Q4_4) | Hidden (Q4_5) | Hidden (Q4_6) | Hidden (Q4_7) | Hidden (Q4_8) | Hidden (Q4_9) | Hidden (Q4_10) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6.3E+17 | 3056 | Lemur59 1 | 7 | Barrett Adolescent Centre Special School | David Morris | | Metropolitan | 7 | Metropolitan | Brisbane (C) | 0 | PS | Mr Peter Blatch |

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David.

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| Hidden (Q4_11) | role (Q2) | access (Q7_1) | principal_email (Q3_1) | DateAudit (Q50_1) | D1_rate (Q5_A_1) | D1_comm (Q12) | D1_aff (Q8) | D1_rec (Q6) |
|---|---|---|---|---|---|---|---|---|
|  | Principal |  |  | Friday, October 01, 2010 | High | •There is evidence that an explicit improvement agenda has been developed and exists in the form of the School Strategic Plan and 2010 Operational Plan. •There is clear evidence that these plans were developed through collaborative processes involving all staff who demonstrates a high degree of understanding of the improvement agenda. •There is evidence of a high level of data analysis informing the development of the improvement agenda. | •There is evidence that the improvement agenda has identified key issues for improvement and future development categorised in the form of: oImplications of the redevelopment of the Barrett Adolescent Centre, oPathways to the future – Life Skills Programme, oMind Body and Spirit, and oDesign Implications for a safe environment. | •Implement strategies to embed the Explicit Improvement Agenda as documented in all strategic planning documents and thus develop a greater understanding of this agenda throughout the school community. Such strategies could include: o Ensuring that the School Strategic Plan and 2010 Operational Plan, as the Explicit Improvement Agenda, is embedded in school culture - with all staff on a periodic basis (e.g. in staff meeting agendas, Student Free Day staff workshops). o Using the school's line management structure to formally "drive" the School Strategic Plan and 2010 Operational Plan at a leadership team and faculty level by using it as the overall guiding structure for strategic improvement discussions, budget allocations, and Individual Development Plans. |

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| D2_rate (Q13_A_1) | D2_com (Q16) | D2_aff (Q15) | D2_rec (Q14) | D3_rate (Q17_A_1) | D3_com (Q20) |
|---|---|---|---|---|---|
| High | •There is evidence of extensive and comprehensive collections of a broad range of data with subsequent analysis and strategic response. The range of student relates to the student's mental health and well being as well as student learning outcomes and diagnostic test data.<br>•There is evidence that a detailed profile of student data and subsequent development of Student Individual Plans is used as a starting point for learning for all students and by all teachers. This profile follows students as they progress through the school and this is an embedded practice. | •It is acknowledged that the school is exempt from NAPLAN testing but a broad range of other diagnostic testing occurs.<br>•OneSchool is used for student reporting with a format tailored appropriate to the school context.<br>•The school is exploring the use of OneSchool to store Student Individual Plans. | •Document the array of already existing data measures into a whole school or whole student data plan to include assignment of roles and responsibilities of key staff and timelines for collection of data. Implement and broadly publicise. | High | •There is evidence that purposeful learning occurs and that students are engaged in learning meaningful and appropriately challenging learning activities.<br>•There is evidence that student learning is individualised and that students are able to learn at their own pace and in their own ways. Individual talents and skills are recognised and fostered.<br>•Parents are encouraged to take a close interest in their child's progress through weekly email reports to parents from teachers.<br>•There is a high level focus by staff on forming positive relationships with students..<br>•The school is able to support students to attain very positive academic outcomes in both OP and VET pathways.<br>•Students speak very highly of the school and what they have been able to achieve. Parents support this view. |

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| D3_aff (Q19) | D3_rec (Q18) | D4_rate (Q21_A_1) | D4_com (Q24) | D4_aff (Q23) |
|---|---|---|---|---|
| •There is evidence of a pastoral care role for all teachers which enhances the learning culture.<br>•There is a strong collegial tone at the school amongst all staff including teachers, school leaders, teacher aides ,administrative and other support staff. | •Develop a process which would facilitate purposeful teacher observation and critique of each other's teaching practice with a view to continuous improvement. | Outstanding | level of understanding of individual student learning needs and are addressing these with a broad range of strategies and programs.<br>•The curriculum was reviewed in 2005 in response to the indentified needs of the type of students who attend the school. This included introduction of programs such as Smart Moves.<br>•There is a process of systematic testing with regular updating and central storage of records for all students. All relevant staff participates in case management meetings, Intensive Case Workup (ICW) meetings and staff meetings to remain fully informed of student progress.<br>•The school is highly responsive to the learning needs of individual students | •All classes are arranged in multi age learning groups with flexible staffing arrangements to cater for current learning needs of students.<br>•Staff has completed relevant indigenous perspectives professional development despite there being no indigenous students at the school. |

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| D4_rec (Q22) | D5_rate (Q25_A_1) | D5_com (Q28) | D5_aff (Q27) | D5_rec (Q26) | D6_rate (Q29_A_1) |
|---|---|---|---|---|---|
| •That the school continues to resource student learning through the data driven model which is evident. | Medium | •There is evidence that the principal has a high level of focus on the development of an effective teaching team as central to the improvement of student learning outcomes. •There is evidence of a detailed and well documented staff performance monitoring program embedded in the school. This includes individual development plans and timelines for ongoing review. | •There is evidence of a high level of collegial support for staff including informal mentoring •There is a new teacher induction program being implemented. ▫The department's Professional Standards for Teachers are used as a guiding framework to assist all teachers in the development of professional learning plans. | whole school approach to the development of Individual Development Plans which encompass the department's Developing a Performance Framework to facilitate: oformal monitoring and feedback on curriculum planning and pedagogy and othe inclusion of staff visits to each others classrooms to observe and provide constructive feedback on pedagogical practice. •Implement Professional Development to address specific staff identified areas of need as identified from the above Individual Development Plans once collated and synthesised. •Develop a whole school Professional Learning Plan which reflects the staff Individual Development Plans . Use this to forward plan for | Medium |

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| D6_com (Q32) | D6_aff (Q31) | D6_rec (Q30) | English (Q58_A_1) | English (Q58_A_2) | Mathematics (Q59_A_1) | Mathematics (Q59_A_2) | Science (Q60_A_1) | Science (Q60_A_2) |
|---|---|---|---|---|---|---|---|---|
| •There is evidence of a flexible and responsive curriculum delivering outcomes for the individual learning needs of students at the school. This is specifically designed around: oNumeracy oLiteracy oLifeskills oFuture Perspectives oSmart moves and Healthy Living | •There is evidence of the use of QCARF Essential Learnings. •There is evidence of the use of QCATS. | •Explore the use of the QCARF Assessable Elements, when appropriate, to provide comparable assessments of student progress. •Explore the use of the QSA's Literacy and Numeracy Indicators as a guide to teachers re student abilities. •Audit the existing curriculum plan for alignment with the indicators in the department's "School Curriculum Planning guide for Years 1-9". Make adjustments to ensure alignment as appropriate. | N/A | N/A | N/A | N/A | N/A | N/A |

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| D7_rate (Q33_A_1) | D7_com (Q36) | D7_aff (Q35) | D7_rec (Q34) | D8_rate (Q37_A_1) | D8_com (Q40) |
|---|---|---|---|---|---|
| Outstanding | •There is evidence that understanding of the "whole child" underpins all aspects of the school in relation to the social, cognitive and educational development of each student.<br>•There is evidence that differentiation is fundamental to the effective delivery of instruction, teaching and learning for all students.<br>•There is evidence of detailed and comprehensive differentiation of learning provided for every student in the school as required.  This is supported by:<br>oextensive use of data as a starting point for learning,<br>oindividualised programs,<br>oflexible delivery of programs for students as required<br>•Use of data to identify gaps in learning, identify strengths and weaknesses and personalise teaching programs for individuals is evident across the school. | No comment provided | No comment provided | High | •There is evidence that school leaders have a desire to see effective teaching as a key factor in improving student learning outcomes and have a clear picture of what this looks like<br>•There is evidence of a range of pedagogical frameworks in place which are founded on adolescent mental health and understanding these learners.<br>•There is a Digital Pedagogy coaching model in place. |

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| D8_aff (Q39) | D8_rec (Q38) | email1 (Q41_1) |
|---|---|---|
| •There is evidence that school leaders take a close interest in Literacy and Numeracy results and are engaging staff in discussions about improvement of these. <br> •There is evidence of high quality individualised teaching occurring within the school. Every student has an individualised learning plan. <br> •There is evidence of recent professional development and staff research into the "Calmer Classrooms" model. This has been a whole school approach. | •Use existing and if necessary additional research to develop a whole school pedagogical framework for Barrett Adolescent Centre. <br> •Implement agreed processes for school leaders and staff to work with each other in their classrooms with a view to improving teaching practice. Include modelling, evaluating and formal feedback. | Audit completed and ready to be sent to the principal |

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| SendAuditPrincipal (Q11_1) | sendAudit Principal2 (Q51_1) | confirmInstructions (Q63_1) | D1_plan (Q9) | D2_plan (Q10) |
|---|---|---|---|---|
| Send audit to principal | | I have read and understood the instructions | 1. Nominate a staff member to "drive" each of the school strategic plan areas.<br><br>2. Embed explicit improvement agenda by having these areas as standing items on the staff meeting agenda. | Develop a whole school data plan which includes roles and responsibilities of staff and timelines for collection of data. |

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| D3_plan (Q42) | D4_plan (Q43) | D5_plan (Q44) | D6_plan (Q45) |
|---|---|---|---|
|  |  | 1. Develop a whole school professional learning plan which reflects the staff individual development plans.<br><br>2. Continue developing performance framework for all staff.<br><br>3. Develop a buddy system for teachers to observe and provide constructive feedback on pedagogical practice. |  |
| Develop a buddy system for teachers to observe and provide constructive feedback on pedagogical practice. | Continue as present |  | Review and rewrite the Barrett Adolescent Centre Curriculum Plan considering alignment with QCARF and the National Curriculum. |

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| D7_plan (Q46) | D8_plan (Q47) | audit_eval uation (Q49_A_1 ) | audit_eval uation (Q49_A_2 ) | audit_eval uation (Q49_A_3 ) | audit_evalutation (Q49_A_4) |
|---|---|---|---|---|---|
| | 1. Develop a buddy system for teachers to observe and provide constructive feedback on pedagogical practice.<br><br>2. Document teaching strategies (pedagogies) related to specific psychiatric disorders. | Satisfied | Satisfied | Very Satisfied | Dissatisfied |

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| overall_comments (Q48) | PrincipalConfirmation (Q62_1) | E-mail | Started | Completed | Last Modified |
|---|---|---|---|---|---|
| The Barrett Adolescent Centre is an extended care service for Adolescents with severe Psychiatric illnesses. In some areas it is not possible to comply with system expectations. I appreciate the auditor's flexiblity in acknowledging this and assessing our level of competence in interpreting system demands in our context | This stage of the Teaching and Learning Audit is now complete. | | 40436.8 | 40463.59 | 40494.45 |

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| Key 1 | Key 2 | Key 3 | # Outstanding | # High | # Medium | # Low | |
|-------|-------|-------|---------------|--------|----------|-------|---|
| 3056 | Lemur591 | | 2 | 4 | 2 | 0 | 8 |

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## Barrett Adolescent Centre Special School

School Financial position from January 2012 until December 2015 (as at Oct 2015):

|  | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual (Jan to 14 Oct) |
|---|---|---|---|---|
| Opening Balance (reflecting Cash at Bank) | -$87,949.00 | -$101,225.00 | -$121,853.00 | -$102,045.00 |
| Revenue | -$87,281.69 | -$81,685.61 | -$63,460.30 | -$75,705.16 |
| Expenditure | $74,005.42 | $61,057.99 | $83,267.70 | $71,709.88 |
| Provision amount |  |  | $0.00 | $0.00 |
| Closing Balance | -$101,225.27 | -$121,852.62 | -$102,045.60 | -$106,040.28 |

### Notes

1. Revenue includes direct funding received by the school from Government grants and third party contributions (eg voluntary contributions, fees).

2. Expenditure includes direct school expenditure only and does not include other school related expenditure that is funded centrally by the Department (eg teacher salaries, maintenance).

Department of Education and Training

# School Improvement Unit
Report

# Barrett Adolescent Centre Special School

Queensland Government

EXHIBIT 134

DET.900.001.0068

# 1. Contents

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# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Barrett Adolescent Centre Special School from 4 to 8 September 2015. It provides an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

## 1.2 School context

| Location: | 38 Lofter Street, Tennyson |
|---|---|
| Education region: | Metropolitan |
| The school opened in: | 1983 |
| Year levels: | Years 7 to Year 12 |
| Current school enrolment: | 17 |
| Indigenous enrolments: | N/A |
| Students with disability enrolments: | 29 per cent |
| Year principal appointed: | 2015 (Acting) |
| Number of teachers: | 5.3 Full-time equivalent |
| Base schools: | |
| Significant community partnerships: | Assertive Mobile Outreach Youth Service (AMOYS), Lady Cilento Hospital School, Headspace, Child Youth Mental Health Services (CYMHS), Evolve, Southbank TAFE, Serenity House, Royal Brisbane Hospital Adolescent Mental Health Unit, Edmund Rice Flexi-school |
| Unique school programs: | Busy Beat Cafe |

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## 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the Metropolitan Regional Director

- consultation with the school's Principal Supervisor

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

    o Principal

    o Seven teachers, three teacher-aides and an administration officer

    o Nine parents including two past parents

    o Two Senior Guidance Officers (SGO), a Guidance Officer (GO) and five feeder high school representatives

    o Lady Cilento Hospital School Principal

    o Student case worker

## 1.4 Review team

| | |
|---|---|
| Bert Barbe | Internal Reviewer, SIU (review chair) |
| Daryl Hanly | External Reviewer |
| Shona McKinlay | Internal Reviewer, SIU |

## 1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.

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## 2. Executive summary

### 2.1 Key findings

- Parents value the positive and caring relationships between staff and students.

  There is a positive, caring relationship between staff and students. This is evidenced by the manner in which staff, students and parents interrelate. Barrett school staff involve parents by sending weekly emails to the families or caregivers of their students. Parents speak highly of this level of communication.

- Staff report that they experience significant challenges with the facilities and location of the school.

  The school aims to create a calm environment and attempts to use its physical environment and available facilities to promote student learning. School and regional staff and parents identify a broad range of facilities and safety issues with the current site which impact upon the efficacy of the staffs' work and the wellbeing and learning of students.

- An explicit improvement agenda has been documented which broadly outlines a number of strategies.

  Staff and other personnel express a desire for school-wide clarity in regards to the school's strategic direction, the roles and responsibilities of leaders and staff, school structure, reporting relationships and future direction.

- The school does not yet have a current documented curriculum plan.

  The school has a documented plan for curriculum delivery that identifies the Australian Curriculum General Capabilities as the school curriculum. The document relates to the previous school location, does not reflect current programs offered and requires updating for the current school context. Regional team members have been working with staff to develop a model of individual curriculum delivery reflective of the students' curriculum program in their base school.

- There is currently limited alignment between the explicit improvement agenda, professional learning and curriculum delivery.

  The strategies and actions in the Annual Implementation Plan 2015 and other school-wide documents do not reflect the explicit improvement agenda.

- The school with regional support, is attempting to clarify and embed processes to identify and respond to student needs through the allocation of staff and resources.

  Many staff commented on the difficulty associated with supporting student mental health issues with point in time access to qualified mental health workers in order to effectively manage critical incidences.

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- There is strong evidence of collegial support amongst the staff.

  All staff acknowledge and value the support of their colleagues in improving staff well-being and morale. Staff regularly work collaboratively to share practices, student data and devise appropriate strategies to support the needs of individual students.

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## 2.2 Key improvement strategies

- Engage with regional personnel to undertake a workplace health, safety and wellbeing audit.

- Develop an explicit improvement agenda which provides a narrow and sharp focus accompanied by clear targets and timelines.

  Continue to access regional support to redevelop the whole-school curriculum plan and provide a clear context for delivering the individualised curriculum, giving priority to literacy and numeracy which is reflective of the students' curriculum program in their base school.

- Ensure curriculum delivery, professional learning and staff roles and responsibilities are clearly aligned to the explicit improvement agenda.

- Work with regional personnel to explore local opportunities which provide access on-call mental health staff to address the emergency mental health issues of students.

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## 3. Findings and improvement strategies against the domains

### 3.1 An explicit improvement agenda

Findings

The Barrett Adolescent Centre Special School (BACSS) is a Department of Education and Training (DET) school for students with chronic and long term mental health issues that affect their ability to access education or the community. The Annual Implementation Plan (AIP) states that BACSS operates temporarily at Tennyson with a new model being developed in 2015.

The principal and staff are united, committed to and explicit about their core objective, to improve the wellbeing and learning of all students in the school. They state that at BACSS staff work together with adolescents, their parents or carers, and other partners, including regional personnel to encourage engagement in education and provide life skills programs that support adolescents in their journey towards reintegration in education or the world of work.

A range of staff state the school has been in a climate of uncertainty since 2013.

A 2015 Explicit Improvement Agenda (EIA) document has been developed, which is broad in the number and type of strategies and with no specific direction, targets or timelines. The priorities in the AIP do not directly correspond to the EIA.

School staff are united in their commitment to improve outcomes for young people however a low priority is given to addressing obstacles for school-wide improvement.

Many staff express a struggle with planning for the future. They also express the challenge of planning strategically as the service delivery they provide evolves with each student.

School staff and other personnel articulate that there is no school-wide clarity in regards to the school's direction and purpose, the roles and responsibilities of leaders and staff, school structure, reporting relationships and future direction.

Regional personnel have been working with the school this year to clarify referral, enrolment and curriculum expectations including individualised curriculum delivery and a formal process of curriculum enactment between centre staff and the base school. These processes are in the early stages and yet to be fully developed, understood and implemented by key stakeholders.

There is little evidence of school-wide programs being systematically evaluated for their effectiveness in producing desired improvements in student learning and performance. Individual student and day-to-day operations are being reviewed through the daily meeting routines and case management routines.

Staff indicate that timely access to mental health services and clinical care providers impacts upon the capacity of some students to engage in learning programs.

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## Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, School Data Profile, Headline Indicators, school website and staff, student and leadership team interviews.

## Improvement strategies

Develop an explicit improvement agenda which includes a narrow and sharp focus accompanied by clear targets and timelines.

Ensure curriculum delivery, professional learning and staff roles and responsibilities are clearly aligned to the explicit improvement agenda.

Work with DET to explore options for clinical care provision.

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## 3.2 Analysis and discussion of data

*Findings*

The school operates in two main strands with most students being part-time or outreach students whose curriculum, assessment and reporting are being delivered through the base school. There are a very small number of students who, due to their current mental health status, are provided with their program through the school with the aim to progressively re-engage them with the base school program or an alternative educational setting as their health status improves.

The need for accurate identification of skill gaps and barriers to learning has been highlighted and the principal has recently introduced accessible assessment materials.

The principal has undertaken a search to identify appropriate online assessment in reading comprehension and numeracy. This semester all students are being progressively mapped using the online Compass assessment of core literacy and numeracy skills, which has been developed specifically for disengaged students. Teachers also utilise the Individual Personal and Social Capability checklist to inform the status of student well-being and plan for explicit teaching.

The school is investigating a School Refusal Assessment Scale that analyses the function of individual student refusal and provides strategies to re-engage them in learning. The Lady Cilento Hospital School utilises this evidence-based measure. Hospital staff has worked with BACSS staff to identify a range of appropriate test materials.

A documented whole-school assessment schedule which includes individual student data from their base school is yet to be developed for the school.

Teachers are undertaking baseline assessment for every student. The level of data literacy of teachers is unclear. The main focus for current data collection is identification of skill gaps.

Student attendance, wellbeing and behaviour data is routinely monitored at staff meetings and case meetings.

There is evidence of multiple opportunities for discussion of individual student data to inform future planning, including complex case meetings with a range of stakeholders, weekly email contact with parents or caregivers and stakeholder meetings.

The school with regional support has recently been able to access OneSchool following issues related to students already being enrolled at their base schools. Staff are entering parent contacts, behaviour data and uploading Negotiated Education Plans (NEP) that have been collaboratively developed with the base school.

Assessment data is yet to be timetabled and entered in the OneSchool markbook.

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## Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, professional development program 2015, budget overview, staff, leadership team and SGO interviews, school professional development days

## Improvement strategies

Build the data literacy of teachers to effectively use data to inform starting points for teaching, skill gaps and misunderstandings, monitor student learning and reflect on and adjust teaching practice.

Collaboratively develop and implement an evidence-based data plan that clearly identifies timelines and responsibilities for data gathering and analysis from both individual student base schools and local measures to inform school programs and monitor student learning.

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## 3.3 A culture that promotes learning

### Findings

There is a positive, caring relationship between staff and students. This is evidenced by the manner in which staff, students and parents interrelate. Barrett school staff send weekly e-mails to the families or caregivers of their students. These emails have several purposes including building confidence in stakeholders that their adolescent is capable of re-engaging in an educational institution.

As the number of students present at any one time varies – 17 enrolled students, five of whom utilise the outreach option and 12 demonstrate sporadic attendance patterns.

The school presents as calm. Staff has advised that there are times at which a student's behaviour impacts significantly upon both staff and students.

The school has a Responsible Behaviour Plan for Students (RPBS) that was modified in March 2015. This plan is designed to 'facilitate high standards of behaviour so that the teaching and learning in our school can be effective and students can participate positively within our community'. The plan outlines the system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. This document has been collaboratively determined with staff, parent and student input.

School expectations – *Look after yourself, Look after other people, Look after places and property* - are visible throughout the school and are identified and understood by students and espoused by staff and parents. These form the basis for responsible student behaviour expectations.

In the June 2015 parents survey (four respondents), parents commended the school on the impact the programs have had on their adolescent. This was reinforced by most parents during interviews. However, some parents interviewed identify the need for more rigour in academic and behavioural expectations.

Staff morale, as expressed by staff members, is improving.

The school places a high priority on student well-being. While the staff are mutually supportive of each other, as evidenced by the existence of the staff well-being committee, staff members expressed the need for recognition of the impact of student suicides and the need for ongoing proactive support from the department.

### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2015, Great Results Guarantee 2015, school data, student files, weekly e-mails to parents, Professional Development Whole School Plan 2015, staff, parents and leadership interviews.

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## Improvement strategies

Work with regional office to access facilities available in the Tennyson Special School to provide positive learning environments.

Seek ongoing DET support for staff and associated personnel through continued development of staff well-being programs.

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DET.900.001.0080

## 3.4 Targeted use of school resources

*Findings*

The school with regional support is attempting to clarify and embed processes to identify and respond to student needs through the allocation of staff and resources. It has been noted by a range of personnel that there has been difficulty in adjusting to the changed structure of the school with a move to an educational model. This is a significant shift from the long-term medically based model of the past. Many staff have noted difficulty associated with supporting student mental health issues without prompt access to qualified mental health workers to manage critical incidences.

Staff are deployed in ways that address the learning and wellbeing needs of all students in the school or through *outreach* programs. The BACSS staff work with staff in base schools to identify and address the needs of their students and support their learning. Teachers case manage students according to their expertise, gender in some cases and interests.

The ability to work with base schools and develop appropriate programs has improved with the recent provision of OneSchool access for their students and the ability to view information about these students. Staff report there is an expectation for them to complete NEPs for all students by the end of this term. Some staff commented that they value the plans and the structure the plans provide.

The school tailors programs and approaches for individual students. They work with a range of mental health personnel, Senior Guidance Officers (SGOs), base-school staff, Registered Training Organisations (RTOs) and families in developing plans and programs. SGOs and many parents report that teachers engage students according to their individual needs and that the difference the school makes for individual students allows them to transition back to school or on to other educational opportunities.

In its use of discretionary school funds, the school gives priority to initiatives aimed at improving outcomes for students and wellness. The school aims to create a calm environment through the development of gardens, life skills activities and by keeping and looking after the school chooks.

The current bank balance is $113 926. Great Results Guarantee (2015) funds of $5 000 have been combined with the 2014 funds and employ a social welfare graduate (teacher-aide) to assist in maintaining positive relationships with a range of stakeholders, including families.

The school attempts to use its physical environment and available facilities to promote student learning. Regional and school staff interviewed consistently state that there are considerable challenges with the BACSS physical site. Staff and parents identify a broad range of facilities and safety issues involving inadequate classroom and office space, noise, traffic, student access to a busy road and flour dust from the adjacent mill.

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Staff identify technology issues impact on their ability to effectively undertake some aspects of their roles. No Wi-Fi access and limited network outlets in the class/staff room means blue cables run around the perimeter of the room. The school server has back-up issues. Available school funds have not been utilised at this time to address ongoing technology issues.

Regional support has been made available to support the development of NEPS for all students by the end of this term. The region has also recently supported the school to access OneSchool for parent contact, behaviour records and to access student data from the base school.

Resourcing which can be provided to secondary schools, such as Youth Support Coordinator, School Based Youth Health Nurse, Chaplain or School Based Police Officer is not available at this time.

### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, professional development program 2015, school website, school newsletters, budget overview, staff, student and leadership team interviews,

### Improvement strategies

Engage with regional personnel to undertake a workplace health safety and wellbeing audit.

Work with regional personnel to explore local opportunities which provide access on-call mental health staff to address the significant mental health needs of students.

Engage with region to access the provision of secondary school resourcing in order to meet the learning and wellbeing needs of students.

Implement and monitor the *Access for Assistance* referral and enrolment processes.

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DET.900.001.0082

## 3.5 An expert teaching team

Findings

The principal expects all teachers to be committed to the development of knowledge and skills required to improve wellbeing and student learning. There is a professional development plan based on the needs of their specific requirements, including literacy and numeracy, health and wellbeing, mental health and collaborative reflection. Professional development undertaken this year is a balance between student-focused and staff wellbeing, including Autistic Spectrum Disorder (ASD), non-violent crisis intervention, Happiness, OneSchool data entry and the neurobiology of complex trauma.

All staff in the school have completed some aspects of the Developing Performance Optional Tool – Phase 1. The school is yet to implement the DET Annual Performance Development Plan for teachers.

The principal and teachers develop and share understandings of student learning needs, including well-being, pre-requisite skills and knowledge. The teaching team may consist of personnel across schools and include health-care professionals. Teachers in the school are generally knowledgeable in the subject fields in which they teach and they work with base school teachers to support students. Some teachers state that high levels of curriculum knowledge are not necessary as students usually have large gaps in their education.

When students attend BACSS they normally undertake foundation subjects such as English and mathematics. Teachers have confidence in supporting the individual student's curriculum and social emotional wellbeing. They appear eager to expand their knowledge to learn how to improve on their current practices.

Many of the staff identify with having experienced significant trauma over a period since the start of 2013. There are only two staff members who did not work at the original Barrett location. It has been reported by a range of personnel that staff are experiencing high levels of stress and wellbeing concerns.

A regional employee advisor has previously worked with the staff team on a collaborative reflection process to address staff wellbeing. The school has a Healthier Happier Workplaces Barrett Adolescent School Action Plan to address staff well-being. The BACSS workplace wellness committee report identifies three focus areas through wellness surveys - stress management, healthy eating and physical activity. Staff articulate high levels of stress and their ongoing concern for the wellbeing of students and each other. Some staff question the level of support received since 2013.

The school has identified the need for specific professional learning. The school recently received OneSchool access for their students, undertook training in OneSchool, sensitive case records and in formulating and uploading NEPs.

The leadership team and staff have built relationships across the school to support each other. Most staff report the staff group to be close and that they are valued by their

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colleagues. They have also built relationships with their students' base schools that provide a cohesive approach to supporting high-risk students.

Staff provide other schools with professional development on how to manage students and trauma. They work with teachers in base schools in transitioning students back to their school. The principal expresses an interest in developing additional school-school professional relationships.

The regional principal supervisor has provided weekly mentoring support for the principal since the transition to the current location.

The principal ensures that opportunities are maintained for teachers to work together and to learn from each other's practices on a Friday afternoon. Students do not attend school at this time as teachers undertake case work, access specialist staff and review referrals.

The school does not currently mentor beginning teachers or have a strong focus on building teacher capability in curriculum delivery and pedagogy. Two teachers are undertaking the Beginning Teacher Mentor training.

### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, professional development program 2015, school website, school newsletters, pedagogical framework, staff, student and leadership team interviews, school professional development days.

### Improvement strategies

Seek a range of support processes and personnel to address staff wellbeing.

Implement the DET Annual Performance Development Plan in the 2016 developing performance cycle.

Explore opportunities for school-school learning and principal-principal mentoring.

Develop a supportive process to build teacher capacity in curriculum delivery and pedagogy through coaching, feedback and mentoring.

## 3.6 Systematic curriculum delivery

### Findings

The school has a documented plan for curriculum delivery that identifies the Australian Curriculum - General Capabilities as the school curriculum. There is limited evidence that this plan drives teaching at the school. The document relates to the previous school location, is not reflective of current programs offered. It requires updating for the current location and operating framework.

The school has a documented literacy overview that identifies the Australian Curriculum scope and sequence.

With regional support, the school has clarified its curriculum role with base schools. For outreach and part-time students the base school determines the curriculum, assessment and reporting for the student with a NEP being collaboratively developed for their Barrett program. Individual Curriculum Plans (ICP) are yet to be developed for students who need one. Teachers are unfamiliar with the Australian Curriculum and Queensland curriculum within the subject areas negotiated with the base school.

Flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners. The operation of BACSS requires flexibility as students are enrolled for a range of mental health issues. The student population is defined by a range of ages and all year levels, a variety of mental health and disability issues and varying levels of wellness and capability.

The teachers report working with the base school to provide educational programs. It is noted that student programs need to be flexible to cater for mental health needs in conjunction with subject-based learning.

There are a very small number of students whose current mental health status requires their program to be delivered through BACSS, with no immediate expectation for re-integration with the base school or achievement of a Queensland Certificate of Education (QCE) at this point in time. For these students food technology and horticulture are utilised to address literacy and numeracy.

The principal acknowledges the need to align these programs with vocational education programs through a registered training authority to enable the progressive development of individual student learning to provide them with a qualification towards a QCE.

### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, literacy framework, professional development program 2015, pedagogical framework, negotiated education plans, staff, student, parent, base school and leadership team interviews, school professional development days.

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