

DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Barrett Adolescent Centre Special School

Queensland State School Reporting

2013 School Annual Report



Note 1. To assist with the development of the 2013 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. To use the template, insert your school information by typing only into the shaded area ().

Note 4. Please ensure that all RED text is deleted before converting to PDF and publishing on the web.

Note 5. The completed SAR is to be posted to your school's website by 30th June 2014 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 6. 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.

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

Insert a picture or jpg of your school crest in this field. You may have to resize the image (before you import it) to make it smaller or larger so that it will fit in the space provided.

Principal's foreword

Introduction

Outline the scope of what is contained in the report.

School progress towards its goals in 2013

Outline AIP priorities from 2013 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 2013 and is expected to be completed in 2014.

Future outlook

Outline the key areas for improvement as defined in the School Implementation Plan for 2014.

Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - 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 | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 0 | 0 | 0 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Our school at a glance

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 parents express their satisfaction with 'safe at school', 'treated fairly', 'behaviour and discipline' and 'happy to go to this school' could also inform this aspect of the report).

Parent, student and staff satisfaction with the school

Describe in plain language the overall satisfaction of parents, students, and staff.

Performance measure (Nationally agreed items shown*)

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

Our school at a glance

| | | |
|--|------|------|
| this school looks for ways to improve* (S2013) | 100% | 100% |
| this school is well maintained* (S2014) | 100% | 83% |

Performance measure (Nationally agreed items shown*)

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

Performance measure

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

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

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.

Our school at a glance

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 2013 to reduce its environmental footprint (as based on electricity and water usage rates provided in the table below).

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | | |
| 2011-2012 | | |
| 2012-2013 | | |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

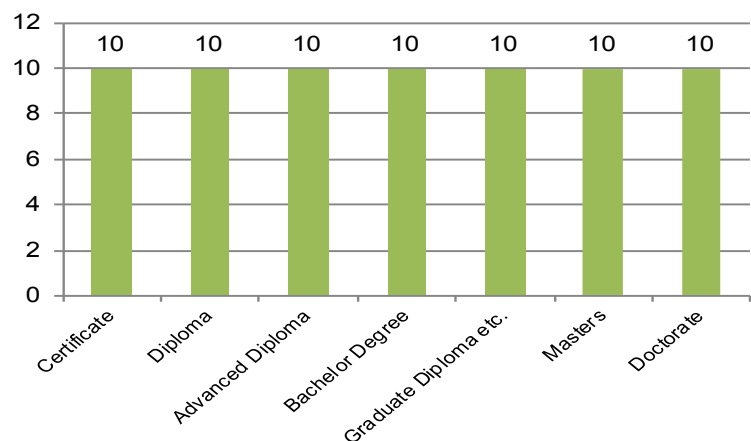
The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| | | | |

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

Qualifications 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, Training and Employment 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 |
| Total | 70 |



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$. This information can be calculated from OneSchool data (refer *Policy and Guidelines: Annual Reporting Policy for all Queensland Schools*).

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 2013 was % . The proportion of the teaching staff participating is to be reported as a percentage.

| Average staff attendance | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 95% | 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 2013 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* web site).

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

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 Section 2 of 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 | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 100% | 100% | 100% |
| The overall attendance rate in 2013 for all Queensland state SDE/EU/SP schools was 99%. | | | |

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

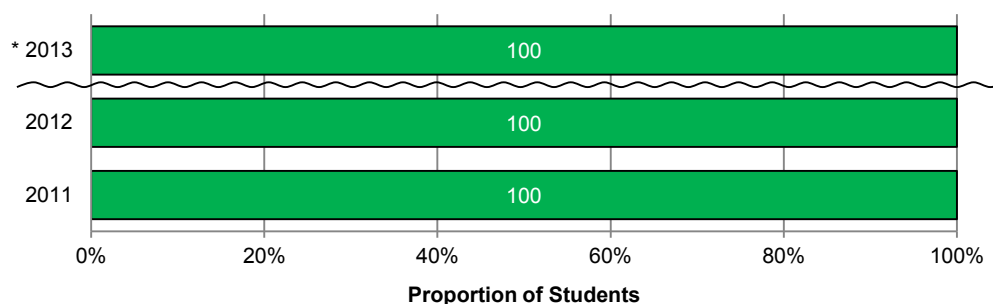
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 | | | | | | | | 100% | 100% | 100% | | DW |
| 2012 | | | | | | | | | DW | 100% | 100% | |
| 2013 | | | | | | | | | | 100% | 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 from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

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

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 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

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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.

Performance of our students

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

| | 2011 | 2012 | 2013 |
|--|------|------|------|
|--|------|------|------|

| | | | |
|--|--|--|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | | | 129% |
|--|--|--|------|

Outcomes for our Year 12 cohorts

| | 2011 | 2012 | 2013 |
|--|------|------|------|
|--|------|------|------|

| | | | |
|--|--|--|--|
| Number of students receiving a Senior Statement. | | | |
|--|--|--|--|

| | | | |
|---|--|--|--|
| Number of students awarded a Queensland Certificate 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 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

| Number of students in each Band for OP 1 to 25. | | | | | |
|---|--------|---------|----------|----------|----------|
| | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |

| | | | | | |
|------|--|--|--|--|--|
| 2011 | | | | | |
|------|--|--|--|--|--|

| | | | | | |
|------|--|--|--|--|--|
| 2012 | | | | | |
|------|--|--|--|--|--|

| | | | | | |
|------|--|--|--|--|--|
| 2013 | | | | | |
|------|--|--|--|--|--|

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

| | Certificate I | Certificate II | Certificate III or above |
|------|---------------|----------------|--------------------------|
| 2011 | | | |
| 2012 | | | |
| 2013 | | | |

As at 5 May 2014. The above values exclude VISA students.

Please write a brief description just of the types of Certificate I courses your students undertook. Leave this blank if there were no Certificate I students in your school in 2013.

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 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).