



Goodna Special School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

The purpose of the Goodna State Special School is to provide the highest possible quality of educational programs for the students who have Intellectual Impairment and other significant disabilities and who live in the eastern suburbs of Ipswich. The school was established in 1975 and it has experienced significant growth in recent years. It is currently a Band 10 school with 135 students from Prep to Year 12. The school provides a safe, stable learning environment where every student can experience success every day. We utilise the Australian curriculum to offer all students rigorous and challenging learning opportunities. This is underpinned by our School Wide Positive Behaviour Learning (SWPBL) process that assist students to understand the expectations of being at school. We utilise specialist pedagogies to ensure that learning success is maximised for all students. Goodna Special School works closely with the parent and community groups as important partners in the students' education.

Principal's Forward

Introduction

School Progress towards its goals in 2016

This School Annual Report provides a concise picture of the school's performance during the 2016 school year. It details progress towards the agreed goals documented in the Annual Implementation Plan and it outlines the areas for improvement for 2016. It provides a snapshot of the student body, our curriculum offerings, the use of Information and Communication Technology, the school climate, and the involvement of parents in their children's education. It also provides information about the levels of satisfaction of parents, students and members of staff, and provides a profile of our staff.

This School Annual Report also provides details about the performance of our students including their attendance, their achievements and their attainment of qualifications.

The 2016 Annual Implementation Plan (AIP) had three focus areas. They were:

1. *All students will improve in their reading/communication*
2. *All students will improve maths outcomes*
3. *Parents to participate as partners in learning*

The strategies associated with each focus area included alignment with the Australian curriculum, exploration of specialist pedagogies, increased use of data as well as celebrating the students' learning with their parents and carers.

The 2016 focus areas build on the focus areas from the previous two years. 2016 saw a refinement of each of the goals with the role of data and assessment featuring more prominently. The creation of a data wall that utilised information from communication and reading assessment as well as information about behaviour and student wellbeing, helped us track all students across an 18 month period. Those students whose progress was beyond expectations and those not reaching predicted goals were clearly identified. This enabled focused conversations and assisted in the identification of alternate strategies to enhance their learning and opportunities for learning. We achieved our goals of improving student reading communication and maths.

Parents and carers were invited to join their children in a maths lesson that highlighted the use of the YuMi Deadly Maths pedagogy. The students enjoyed showing their families what they were doing and everyone took home a sample bag of numeracy activities that could be done at home including a simple board game. Other learning days were celebrated with parents including a visit by the historical society where parents joined in churning butter, using a washer board and sharing an old fashioned morning tea.

Future Outlook

2017 will ensure a further refinement of each of these focus areas and the targets will be specified within each of the subject areas. Differentiating the learning for each student will enhance their capacity to engage in the learning process. Continuing to communicate and work the parents and the school community will be an integral component of this. All elements of the school operations and the learning is underpinned by successful implementation of SWPBL.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	129	36	93	16	92%
2015*	120	30	90	13	90%
2016	127	39	88	18	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The students come to the school mainly from the suburbs of Goodna, Riverview, Collingwood Park, Redbank Plains, Bellbird Park, Carole Park and Springfield. A small number of students come to the school from localities outside of the schools catchment area. All of the students at the school have a verified Intellectual Impairment. Approximately 40% of the students have also been verified with a disability related to Autism Spectrum Disorder (ASD). There are a small number of students who also have additional disabilities related to physical impairment, hearing impairment and vision impairment. Approximately 70% of the students are male. Approximately 10% of the students are in the care of DOCS or in kinship care arrangements. Approximately 10% of students come from an indigenous background and approximately 15% come from Pacific Islander backgrounds.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			5
Year 4 – Year 7			7
Year 8 – Year 10			7
Year 11 – Year 12			10

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Goodna Special School we utilise the Australian curriculum to offer all students rigorous and challenging learning opportunities.

Each juncture within the school utilises the Australian curriculum in a different way to best meet the needs of the age of the students. The pedagogical approaches used throughout the school include Four Blocks reading, YuMi Deadly Maths, Intensive Interaction, TEACCH and all incorporated under the Marzano Art and Science of teaching framework.

Junior Primary P-2

The focus of the junior primary juncture is to establish understanding of school and what being a learner actually means. This includes developing routines and learning how to transition throughout the day and within the school. The juncture lays the foundation for communication, literacy and numeracy and utilises a range of pedagogies to enhance the learning for every student. Incorporating some of the strategies from the pedagogical approaches into play and role play has enhanced students' motivation to engage in speaking, communication, writing and reading.

Upper Primary 3-6

Upper primary is when students start to apply their learning across all subject areas of the Australian curriculum. Learning new vocabulary is the basis for engaging in new learning and the reading strategies are utilised across all elements of the curriculum. Writing a report for science or observing the world like a geographer is a great way to build knowledge about the world and how to engage with it.

Lower Secondary 7-9

Moving into lower secondary signals a change for students including the changes brought about by adolescence. Learning about relationships and engaging with the world in a safe way is an important part of learning in this juncture. This includes personal safety, cyber safety and use of social media. Engagement with the Australian curriculum takes on a problem solving approach while continuing to build on reading, communication and maths.

Senior Secondary 10-12

Preparing to enter the adult world of work and service providers creates a sharp learning focus for the three years. Students engage in school based work activities, work experience and work sampling. In 2016 two students obtained school based traineeships. Those students for whom work is not an option undertake an extensive program to sample alternate providers. The students reflect on their experience to make a choice about their future, which has helped parents to take the next step with the young adult. Learning is driven by the QCAA curriculum materials including SAS, GIL and VET.

Co-curricular Activities

Goodna Special School offers specialist classes from prep to year 9 in visual arts, home economics, design and technology, personal development and HPE once per fortnight. These subjects align with the Australian curriculum. Students in years 10 -12 are offered a high school style timetable that includes specialist subjects, Vocational Education, English and maths. The subjects align with the Australian curriculum and the QCAA senior schooling SAS curriculum.

How Information and Communication Technologies are used to improve learning

Goodna Special School uses current technology in a variety of ways to support student learning. Touch technology such as iPads and interactive whiteboards are used to support multimodal pedagogy and to enhance curriculum engagement. Teachers use augmentative communication software such as Proloquo2go, Boardmaker and Clicker 5 to support non-verbal students communication goals and enhance learning outcomes for our students with limited functional literacy and numeracy skills. Emerging technologies such as robotics are being trialled to evaluate the effectiveness of these devices to increase student engagement with science and geography.

Social Climate

Overview

School Wide Positive Behaviour Learning (SWPBL) was the key driver of the school approach to behaviour management. This approach acknowledges the good work students do and acknowledges their behavior when it aligns with the school expectations of 'I am Safe, I am responsible, I am Respectful'. Each year at the start of the year we implement a mini unit of work called 'How to do School' that reminds students what the expectations are and how they can be a learner at Goodna Special School.

These expectations are underpinned by a motto of *launching in to learning*. Explicit teaching of lessons, school wide rewards, check in processes and ongoing support for students and families continue to enhance student outcomes. Each class has a reward system linked to the school expectations and students work towards gaining the rewards. The focus is always on what we want the students to do and catching them when they do it so they may earn that reward. The school leader program offers students opportunities to be the role models for these expectations and students are very proud to wear their leader badges. School leader positions helped students focus on being responsible and finding ways to support their peers.

The establishment of Tier 2 and Tier 3 teams in 2016 has also enhanced student outcomes through the provision of highly individualised supports for students in the yellow and red zones.

Some students need additional support and a check in and check out system is put in place to support them. A school breakfast program is a good way for many students to transition from home to school and to settle into the school day. This is funded by the Goodna Services Club and the YMCA. Their long standing support is appreciated.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	89%	93%
this is a good school (S2035)	100%	89%	93%
their child likes being at this school* (S2001)	100%	100%	93%
their child feels safe at this school* (S2002)	80%	100%	93%
their child's learning needs are being met at this school* (S2003)	100%	89%	93%
their child is making good progress at this school* (S2004)	100%	78%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	78%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%	100%
teachers at this school motivate their child to learn* (S2007)	100%	89%	100%
teachers at this school treat students fairly* (S2008)	80%	89%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	89%	86%
this school works with them to support their child's learning* (S2010)	100%	89%	85%
this school takes parents' opinions seriously* (S2011)	100%	89%	93%
student behaviour is well managed at this school* (S2012)	100%	89%	93%
this school looks for ways to improve* (S2013)	100%	88%	92%
this school is well maintained* (S2014)	100%	100%	92%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)			
they like being at their school* (S2036)			
they feel safe at their school* (S2037)			
their teachers motivate them to learn* (S2038)			
their teachers expect them to do their best* (S2039)			
their teachers provide them with useful feedback about their school work* (S2040)			
teachers treat students fairly at their school* (S2041)			
they can talk to their teachers about their concerns* (S2042)			
their school takes students' opinions seriously* (S2043)			
student behaviour is well managed at their school* (S2044)			

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school looks for ways to improve* (S2045)			
their school is well maintained* (S2046)			
their school gives them opportunities to do interesting things* (S2047)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	97%	91%	98%
they receive useful feedback about their work at their school (S2071)	89%	91%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	79%	95%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	97%	97%	100%
student behaviour is well managed at their school (S2074)	97%	97%	98%
staff are well supported at their school (S2075)	95%	85%	93%
their school takes staff opinions seriously (S2076)	97%	84%	98%
their school looks for ways to improve (S2077)	100%	94%	100%
their school is well maintained (S2078)	97%	97%	100%
their school gives them opportunities to do interesting things (S2079)	95%	88%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The P&C at Goodna Special School has been well serviced by a small group of committed members from both within and outside the school families. They have done an outstanding job of bringing members of the community together with a shared goal to support the school. The P&C has provided funding to purchase sensory toys, reduce costs for horse riding and supported access to Bertie from the Guide Dogs.

We are fortunate to have the Goodna Integrated Family Services (GIFS) based at the school and additional support is provided to students and families when needed. The celebration of learning days provide opportunities for families to share in the learning achievements of their children and gain a better understanding of the type of learning occurring at the school.

The Christmas fair is a highlight of the school community calendar and brings together the school families to finish the year. The P&C and staff work together to make the event a success.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	2	6	4
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	65,376	844
2014-2015	318	
2015-2016	104,256	500

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by

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

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	32	38	<5
Full-time Equivalents	29	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	3
Bachelor degree	23
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$39,924.09

The major professional development initiatives are as follows:

Four Blocks Reading

Yumi Maths

Communicating using PODD

Senior Schooling with QCAA

Mentoring and Coaching

Personal development

Alignment of curriculum, pedagogy and assessment

SWPBL

Engaging with the Australian Curriculum

SAS and GIL for senior schooling

Non Violent Crisis Intervention

Understanding ASD with Sue Larky

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 99% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	89%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	82%	77%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Special schools was 89%.

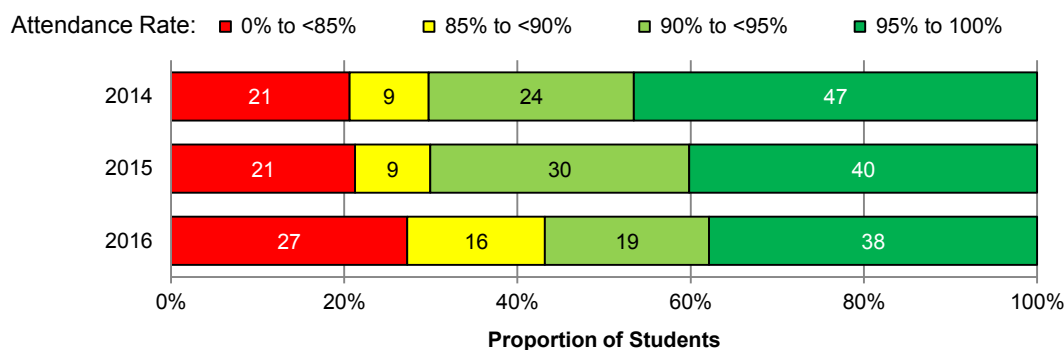
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015	92%	81%	88%	95%	95%	92%	88%	91%	87%	93%	86%	90%	81%
2016	77%	87%	87%	84%	95%	93%	94%	85%	81%	94%	90%	82%	76%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Goodna Special School works closely with families when there is an issue with attendance. We provide additional support where necessary which may include action at school, support through the GIFS program or engaging with appropriate medical services.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	6	8	10
Number of students awarded a Queensland Certificate of Individual Achievement.	6	8	10
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)	0%		
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	6	5	7
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0%		
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	63%	70%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	6	0	0
2015	5	0	0
2016	7	2	0

As at 3rd February 2017. The above values exclude VISA students.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016

Year 12 student enrolment as a percentage of the Year 10 student cohort.

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.goodnaspeccs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. On the whole students complete year 12 before leaving school. Those students who leave early do so because they gain employment, have a medical issue or sometimes a family crisis that impacts on their attendance.

Conclusion

Goodna Special School is fortunate to have a dedicated and committed staff who provide a safe environment for learning. We are also fortunate to have a supportive parent community who work with us on our improvement journey. Student learning is the goal that unites us and ensures our endeavors and desire to improve remain the core of our daily activity.

