

# Queensland State School Reporting

## 2013 School Annual Report



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## Principal's foreword

### Introduction

It gives me great pleasure to provide the School Annual Report for Logan City Special School for the 2013 school year.

The focus of this report is to provide parents, staff, students and the wider community with a clear, concise synopsis of our school and the progress made towards achieving the identified goals for the past year. In 2013, the school retained the goal for Logan City Special School to be a safe, supportive and stimulating learning environment that supported students to reach their potential as active and respected citizens in an increasingly digital world.

Success of the 2013 programs was evident in the increased staff, parent and student satisfaction levels in the School Opinion Survey results. Logan City Special School continued a proud tradition of being a supportive school environment for students in the school's care. We are recognised by the wider school community for the provision of comprehensive educational programs within a nurturing environment.

The school continued its' commitment to the School-wide Positive Behaviour Support program in 2013, developed a new vision of 'Independence Through Learning', strongly adhering to the 3 simple rules of We Care, We Communicate, We Cooperate. Staff worked extremely hard to identify and implement strong data collection to inform whole school decisions about learning and managing behaviour improvements.

### School progress towards its goals in 2013

The following points outline progress toward our 2013 strategic goals:

*Strategic Goal: Teaching and Learning Audit recommendations actioned through explicit school strategic focus on:-*

*Improved Literacy and Numeracy outcomes for students*

In 2013 our Teaching and Learning Committee collaboratively reviewed and updated the school Literacy and Numeracy plans, ensuring they were in line with the Australian Curriculum. They also completed an audit of current physical resources to ensure appropriate types and levels of Literacy and Numeracy resources were available to support student programs. Individual Achievement Scales were updated so we can show improvements students are making with their learning.

*Senior Schooling Curriculum supporting transition*

In 2013 our Deputy Principal, Head of Curriculum and Senior School Teachers continued to explore curriculum options for students in the final years of schooling at Regional, State and National level. We also continued to develop relationships with businesses and funded groups within the local area to expand post-school options for students. These partnerships along with the implementation of

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the Australian Curriculum have defined our 2013 focus in the area of Senior Schooling Curriculum.

### *Improved Health and Wellbeing*

We have continued our focus on the Health and Wellbeing of all students and staff, with a continuing focus on resilience in 2013.

### *School-wide Positive Behaviour Support*

Regular data collection and analysis supported the implementation of School-wide Positive Behaviour Support in 2013. Consolidating class focus lessons around our 3 rules: We Care, We Communicate, We Cooperate allowed us to further embed these positive social skills across all aspects of daily school life.

### *Strategic Goal: Appropriate alignment with KLAs / facets of the National Curriculum.*

The Teaching and Learning Committee had a strong commitment to interacting with the Australian Curriculum in preparation for implementation in 2013. Feedback was an important part of this process and this took place at all levels, from Teacher meeting discussions to formal feedback. Staff completed implementation of school-based Australian Curriculum implementation. The school developed a comprehensive Pedagogy Framework for teaching based on the 'Dimensions of Teaching and Learning' (Marzano).

### *Strategic Goal: Closing the Gap on indigenous and non-indigenous student attendance.*

We have worked toward increasing student attendance through the identification of individual family stressors and the continued development of relationships with families and external support groups within the local community.

### *Strategic Goal: Implementation of Developing Performance Plans for administrators and teaching staff.*

100% of teaching staff (including educational leaders) participated in and completed the process of Developing Performance Plans. These plans contributed to the organisation of professional development opportunities as well as personal and team professional reflections activities throughout 2013.

## Future outlook

Through a collaborative planning process we have determined our strategic objectives for 2014. These are:

1. Improved literacy outcomes for students
2. Improved numeracy outcomes for students
3. Improved well-being and life skills for students including implementation of Relationships and Sexuality Education
4. Closing the literacy gap for indigenous students
5. Embedding a school pedagogic framework
6. Implementation of recommendations from the Teaching & Learning Audit
7. Review of Developing Performance Plans for administrators and teaching staff

# Performance of our students

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Early Childhood Development programs to Year 12

**Total student enrolments for this school:** 143 (105 in P-12 and 38 in ECDP programs)

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	105	30	75	97%
2012	100	25	75	94%
2013	102	33	69	95%

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

### Characteristics of the student body:

Our school is organised into two distinct student bodies: student in years Prep – 12, and students attending the Early Childhood Developmental Program (ECDP). Students attending the ECDP range in age from birth to 5 years and attend the program for varying amounts of time across the school week.

Students in Prep – Year 12 are organised into four teams: Junior, Primary, Middle and Senior. This team structure recognises the distinct phases of learning and development and promotes a focus upon the smaller group and individual, ensuring student and staff wellbeing is increased.

Our school caters for the educational needs of students who have a verified impairment which results in them requiring access to specialised teaching and an alternative, individualised curriculum. All students attending the Prep – Year 12 program have a verified Intellectual Impairment and a number of students have additional verified impairments including Autism Spectrum Disorder, Physical Impairment, Visual Impairment and Hearing Impairment.

**Our families come from a diverse range of socio-economic backgrounds and a number of our students were born outside of Australia or of parents recently arrived in Australia, increasing our school's cultural and socio-economic diversity. South Africa, South Sea Islands, New Zealand, Cambodia, Republic of the Philippines and Middle East are some of the places from which our families originated. We also have a number of students of Aboriginal and Torres Strait Island background.**

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3		6	6
Year 4 – Year 7 Primary		6	6
Year 7 Secondary – Year 10		6	6
Year 11 – Year 12		6	6

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	9	32	N/A

# Performance of our students

Long Suspensions - 6 to 20 days	1	2	N/A
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

In 2013 our curriculum was:

- Informed by the Australian Curriculum;
- Delivered through the Key Learning Areas;
- Strongly focussed on individual student need;
- Reported on individual student achievement;
- Based on Dimensions of Teaching and Learning (Marzano)
- Based on real-life experiences;
- Stephanie Alexander Kitchen Garden project complements programs;
- Supported by a range of DETE therapists within classrooms;
- Individual Learning Plans and SET Plan goals to meet individual needs, and;
- Work sampling and work experience.

## Extra curricula activities

- School camps in Middle & Senior schools
- A wide range of excursions to complement learning programs
- Whole school attendance at Darling Point Fun Run.
- Representative teams for end ball and soccer at Regional competitions.
- Canoeing.

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

Our school has a strong commitment to exploring technologies which will assist students to access the curriculum, as well as technologies which are user-friendly and affordable for families. In 2013 Teachers were using iPads as a teaching and organisational tool. Staff had specific professional training in the use of assistive technologies.

Shared teaching spaces utilise Interactive Whiteboards, ensuring that all students had regular and appropriate access to this technology to support their learning.

Teachers also use a wide range of standard commercial technologies, Voice Output Devices and alternative access equipment to support student learning on a daily basis. These include: Digital Camera / Video, Big Mac, Techtalk, various switches, alternative keyboards, alternative mouses and other peripherals.

## Social climate

Continued focus on the enactment of our school rules – We Care, We Communicate, We Cooperate as part of the daily interactions for staff and students has helped the school to maintain a positive social climate. A number of key staff provided ongoing support to parents, students and staff, further increasing the overall care for all at the school. These staff include a Guidance Officer, a Registered Nurse and a school chaplain.

The Harmony Club is a committee who continued to meet regularly to support staff wellness and health and to actively promote a positive and open social climate throughout the school. The Harmony Club assisted in the organisation of social and team building aspects of ongoing activities throughout the year. Commitment by all Teachers to having a shared Office area (HQ) rather than being isolated in their classrooms has increased the level of communication within the teaching group and been a key strategy in ensuring all staff have opportunities to develop meaningful relationships.

The school is part of the Schoolwide Positive Behaviour Support program and had made detailed reviews and implementation of best practice to support students. All students (97%) report that 'they like being at school' and 98% of parents believe 'that this is a good school'.

# Performance of our students

## Parent, student and staff satisfaction with the school

An overall increase in satisfaction was evident in staff survey results, with a significant proportion of staff members satisfied with morale (96%) in the school and in the percentage (87%) of school workforce satisfied with access to professional development opportunities. Parent satisfaction was high with 100% reporting this is a good school and their child likes being at school. There was high student satisfaction (100%) that they are getting a good education at school.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100	87
this is a good school (S2035)	100	96
their child likes being at this school* (S2001)		96
their child feels safe at this school* (S2002)		91
their child's learning needs are being met at this school* (S2003)		87
their child is making good progress at this school* (S2004)		91
teachers at this school expect their child to do his or her best* (S2005)		91
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100	91
teachers at this school motivate their child to learn* (S2007)		91
teachers at this school treat students fairly* (S2008)		91
they can talk to their child's teachers about their concerns* (S2009)		91
this school works with them to support their child's learning* (S2010)		91
this school takes parents' opinions seriously* (S2011)		91
student behaviour is well managed at this school* (S2012)		91
this school looks for ways to improve* (S2013)		91
this school is well maintained* (S2014)		91

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100	100
they like being at their school* (S2036)		100
they feel safe at their school* (S2037)		92
their teachers motivate them to learn* (S2038)		100
their teachers expect them to do their best* (S2039)	100	100
their teachers provide them with useful feedback about their school work* (S2040)	93	92
teachers treat students fairly at their school* (S2041)		100
they can talk to their teachers about their concerns* (S2042)		100
their school takes students' opinions seriously* (S2043)		92

## Performance of our students

student behaviour is well managed at their school* (S2044)	100
their school looks for ways to improve* (S2045)	100
their school is well maintained* (S2046)	100
their school gives them opportunities to do interesting things* (S2047)	92

### Performance measure

Percentage of school staff who agree that:	2012	2013
they enjoy working at their school (S2069)		98
they feel that their school is a safe place in which to work (S2070)		96
they receive useful feedback about their work at their school (S2071)		88
students are encouraged to do their best at their school (S2072)		94
students are treated fairly at their school (S2073)		96
student behaviour is well managed at their school (S2074)		93
staff are well supported at their school (S2075)		90
their school takes staff opinions seriously (S2076)		88
their school looks for ways to improve (S2077)		98
their school is well maintained (S2078)		81
their school gives them opportunities to do interesting things (S2079)		86

\* 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.

### Involving parents in their child's education

To ensure that parents remain fully informed about their child's progress at school the following strategies are employed:

- Communication books utilised between school and home to inform of significant events which may occur in either setting.
- Fortnightly newsletter.
- Requested parental involvement at special day events – Fun Runs, Harmony Day, Sports Day.
- Parent / carer support group for parents of students.
- Information sessions for parents of students in ECDP program.
- Requested parental involvement at student Individual Planning meetings (ILPs / SETPlans).
- Regular P and C meetings widely advertised.

### Reducing the school's environmental footprint

Continued staff and student education about personal responsibilities regarding the school and individual environmental footprints, as well as application for additional solar panels and a full investigation into excess water usage has enabled us to reduce both our water usage and electricity consumption, thus reducing our environmental footprint. We are particularly pleased with the reduction trends evident.

## Performance of our students

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	109,310	1341
2011-2012	90,019	1146
2012-2013	N/A	N/A

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.

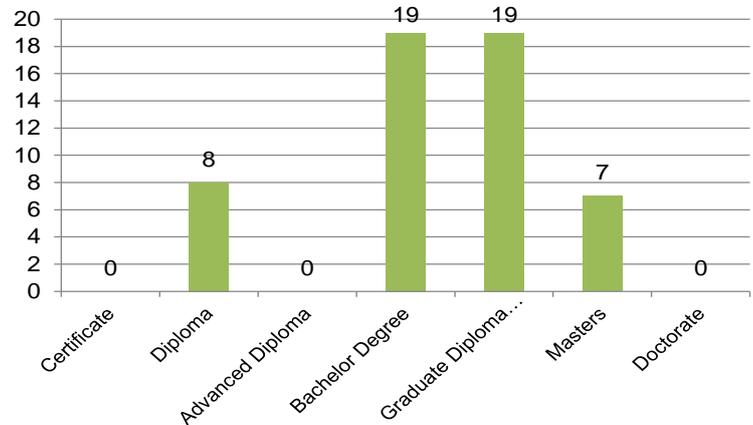
### Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	35	30	3
Full-time equivalents	29.3	20.5	3

# Performance of our students

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.**	19
Masters	7
Doctorate	0
<b>Total</b>	<b>53</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$24,000.

The major professional development initiatives are as follows:

- OneSchool Training
- School Wide Positive Behaviour Support focus team training
- NVCI staff refresher
- Australian Curriculum
- Pedagogic Framework
- Transition to Post-School
- Curriculum Risk Management
- Specialised Health procedures
- Asthma Management
- Asbestos management
- Management of Epilepsy
- Developing Performance Framework
- Workplace Health and Safety - including My HR WHS
- My HR
- OnePortal
- Impairment specific training
- Embedding Aboriginal and Torres Strait Island perspectives

# Performance of our students

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96	96	96

## Proportion of staff retained from the previous school year

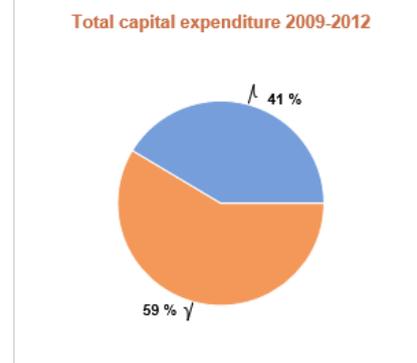
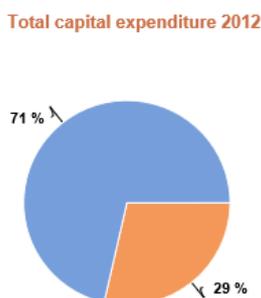
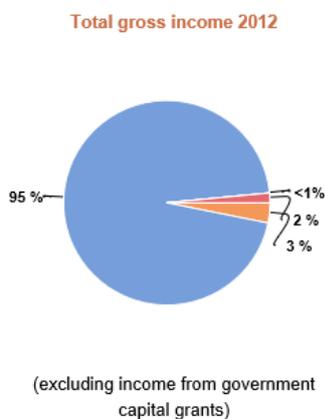
From the end of the previous school year, (N/A) % of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

### Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

	\$ Total	\$ Per student
<b>Net recurrent income 2012</b>		
Australian Government recurrent funding	145,406	1,444
State/territory government recurrent funding	4,366,896	43,365
Fees, charges and parent contributions	749	7
Other private sources	70,191	697
<b>Total gross income</b> (excluding income from government capital grants)	<b>4,583,242</b>	<b>45,514</b>
Less <a href="#">deductions</a>	0	0
<b>Total net recurrent income</b>	<b>4,583,242</b>	<b>45,514</b>
<b>Capital expenditure 2012</b>		
Australian Government capital expenditure	228,376	1,103,931
State/territory government capital expenditure	571,418	779,312
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	0
<b>Total capital expenditure</b>	<b>799,794</b>	<b>1,883,243</b>



# Performance of our students

## Key student outcomes

### Student attendance

2011

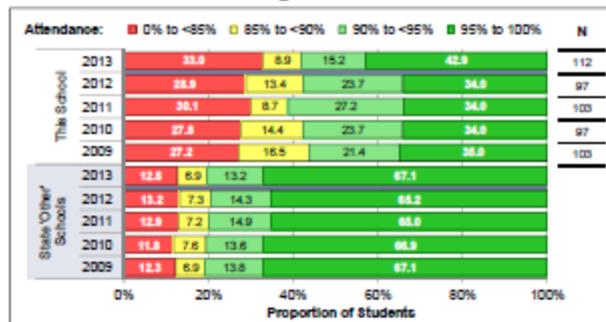
2012

2013

The overall attendance rate for the students at this school (shown as a percentage).

The overall attendance rate in 2013 for all Queensland state schools was %.

### Attendance Rate Range



### 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.

Rolls are marked every day electronically on Oneschool and administration checks these regularly. If there are patterns in absences i.e. on Mondays & Fridays or students have been away for 3 days without a reasonable excuse the teacher rings the parents to enquire as to reasons. If students are persistently absent then the Deputy and Guidance officer work with families to ensure that students attend each day.

### Student Learning Performance

Our student learning performance is reported to parents twice per year on a standards based curriculum using school developed 'Individual Achievement Scales'. Each student's performance is tracked and monitored for improvement and goals are set for further development.

### Achievement – Closing the Gap

Attendance rates for indigenous students (79%) were 8% less than the non-indigenous student's attendance of 87%. This has improved 7% in the last two years.

No students took part in NAPLAN testing during 2013 and due to the individual nature of student Individual Plans it is not possible to report on achievement between indigenous and non-indigenous students.

### Outcomes for our Year 12 cohorts

2011

2012

2013

Number of students receiving a Senior Statement.

15

6

14

Number of students awarded a Queensland Certificate Individual Achievement.

15

6

14

# Performance of our students

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

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1

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

## 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.

There was one early leaver in 2013. The student concerned had family issues that caused an interruption to schooling.

Our school monitored the situation and provided information and support to the student and the family.