Ipswich West Special School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Ipswich West Special School is a Prep – Year 12 state special school which aims to assist students to develop the knowledge, skills, attributes and values necessary for fulfilling participation in home, school and community life. Within small group programs, focused upon individual needs, we provide students with multiple opportunities to develop and demonstrate knowledge, skills and understanding of the Australian Curriuclum as well as addressing disability specific issues within the areas of communication, social participation and emotional well-being, health and personal care, safety, and access to learning. Ipswich West State Special School has a strong senior schooling program focussing on developing the skills necessary to tranistion to post school life. This is done throught the delivery of Vocational Courses and the on and off campus skill development program supported by 15 local businesses on a weekly basis.

School progress towards its goals in 2018

Literacy	Progress
Analyse student data to set semester targets for each student in writing using identified literacy tools. Teachers to meet with Leadership team to discuss student targets and progress against the targets. Within Sector meetings, use Lyn Sharratt Case Management approach to support student learning and teacher practice.	63% of students achieved their targets and 37% of students made progress towards literacy targets in writing
Review of Early Start Assessment and trial implementation.	2 students per class assessed.
Ensure student accessing writing using identified pencil. Whole school audit of use of pencils. Use of Learning Walks to identify and reflect on practices.	All students accessing writing using their individualised pencil.
Reviewing of individual student Positive Behaviour for Learning Plans with Leadership team and teachers to ensure increased engagement in student learning.	Plans were reviewed each semester.
In collaboration with the Literacy Committee, provide opportunities for teachers to moderate the Developmental Writing Scale.	100% of students work moderated
Literacy PLC to foster professional learning and build capacity of teachers in the teaching of literacy.	Voluntary participation
Review of evidence based literacy pedagogical practices to inform Pedagogical Framework.	Pedagogical framework developed.
Build teacher aide capacity in the Four Blocks pedagogy with a focus on writing.	100% of teacher aides participated in professional development.

Numeracy	Progress
Full implementation of Early Start assessment.	All students assessed using the early start assessment.
Analyse student data to set semester targets for each student in numeracy using Early Start Assessment. Teachers to meet with Leadership team to discuss student targets and progress against the targets.	Targets set for 100% of students. 83% of students achieved their numeracy target. 17% of students progressing towards their target.
Numeracy PLC to foster professional learning and build capacity of teachers in the teaching of numeracy.	Voluntary participation

Build capacity of teachers to use Early Start assessment data to inform curriculum implementation.	All teachers provided professional development in early start assessment.
Engage in partnership with QUT and SECC to identify and implement effective pedagogical practices in mathematics.	5 staff participated in partnership and shared practice with whole of staff.
Build capacity of teacher aides' knowledge of pedagogies in numeracy.	100% of teacher aides to engaged in professional development

Senior Schooling	*Progress*
Review and analyse 2017 student achievement data, school expectations against the Senior Schooling Plan.	Reviewed with adjustment to senior schooling plan to reflect school expectations.
Review alignment between PATH plan and QCIA plans to ensure alignment.	100% alignment achieved.
Build capacity of teachers through participation in SECC PLC for Senior Schooling.	Participation occurred where appropriate.
Build capacity of teacher aides through Sector meetings focusing on unpacking of the Senior Schooling Implementation Plan, PATH planning process and QCAA Curriculum Plans.	Teacher aides participated in sector meetings on a fortnightly basis.

Future outlook

During 2019 we will continue a strong focus in the areas of Literacy, Numeracy and Senior Schooling.

In order to develop effective pedagogies in literacy and numeracy across the curriculum we will:

• Actions	• Targets	• Timelines
Build teacher and teacher aide capacity through unpacking of Pedagogical framework.	100% of staff	Semester 1 2019
Develop "look fors" to identify and reflect on practices during learning walks.	All teachers to participate in Learning Walks	Term 4 2019
Build a learning community with Ipswich West StateSchool to improve teacher pedagogy.	Joint engagement in WOW between the two schools	Term 4 2019
Key numeracy teachers to develop staff capacity to embed numeracy practices. Key teachers to work with local schools to investigate further evidence-based practices.	All teaching staff to embed effective numeracy practices.	Term 4 2019

Our teaching practices will be tailored to individual needs through:

Reviewing of individual student Positive Behaviour for Learning Plans with Leadership team and teachers to ensure increased engagement in student learning.	Plans reviewed twice a year.	Semester 1 and 2

We will use the analysis of data to set evidenced-based literacy and numeracy targets by:

Full implementation of Literacy Continuum	100% students	Semester 1 2019
Analyse student data to set semester targets using the Literacy Continuum. Teachers meet with Leadership team to discuss student targets and progress against the targets. Within Sector meetings use Lyn Sharratt Case Management approach to support student learning and teacher practice.	100% of students demonstrate progress towards literacy target.	Term 1 and Term 3
Analyse student data to set semester targets using Early Start. Teachers meet with Leadership team to discuss student targets and progress against the targets. Within Sector meetings use Lyn Sharratt Case Management approach to support student learning and teacher practice.	100% of students demonstrate progress towards numeracy target.	

We will work to ensure all students are provided with the most appropriate method of communication at all times by:

	100% students Term 1 Week 5 – Communication needs analysis competed by SLP	
Ensure students communicating using identified method of communication. Whole school audit of student's communication needs. Use of learning walks to identify and reflect on practices.	100% students Term 1 Week 5 – Communication needs analysis competed by SLP	Semester 1 2019
Professional development in different communication methods used with students.	100% staff	Term 4 2019
Increase access to communication supports across outdoor physical environment.	All outdoor areas to have supported signage.	Semester 1

The continued implantation of the Senior School P.A.T.H and strategic plan through:

Identification of roles and responsibilities.	Head of Senior School/Teacher/Teacher aide/Off campus skill development roles clearly identified.	Term 1 2019
Head of Senior Schooling to join the Executive Leadership Team to ensure the effective implementation of the Senior Schooling program.	Weekly meetings – Head of Senior Schooling to ELT.	Term 1 2019
Structured timetabling of Years 10, 11 and 12 to ensure Senior Schooling implementation plan is delivered and needs of all students are met.	100% of students timetabled.	Week 2 Term 1 2019

Clearly define partnerships with community organisations:

All partnerships with community organisations have a clearly articulated purpose and agreed plan.	100% community partnerships documented.	Term 1 2019 and when new partnerships occur.

We will build teacher and teacher aide capacity to implement the senior schooling curriculum :

Teachers to participate in industry currency, SECC, QCAA updates to keep up to date with current practices.	All teachers in Senior Schooling.	Term 4 2019
Senior School staff to visit post school options service providers to develop further understanding of student pathways.	100% senior school staff	Semester 1 2019
Post school option sampling program implemented.	100% of students	Term 4 2019

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	71	82	88
Girls	16	18	19
Boys	55	64	69
Indigenous	7	8	9
Enrolment continuity (Feb. – Nov.)	88%	96%	98%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

All students have primary Intellectual Disability with students approximately half of all students having an additional disability as verified through the Department of Education. The majority of this being Autism Spectrum Disorder. In 2018 there were 14 class groups altogether. 2018 saw the first year Year 12s graduate from the school in many years. Students are drawn from many locations in the West region of Ipswich, with students coming from areas such as Rosewood and Laidley as well.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	6	6	5
Year 4 – Year 6	7	7	7
Year 7 – Year 10	8	8	11
Year 11 – Year 12	-	8	4

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Delivery of Australian curriculum in English, mathematics, science, Humanities and Social Sciences, digital technologies, the arts, Health and Physical Education. We currently have a languages program (Japanese) in place.

- Students all have an Individual Curriculum Plan with focuses on literacy an numeracy

- Certificate level 1 courses in:

    o   Access to Vocational Pathways

    o   Information and Digital media technology

Co-curricular activities

- Inter-school sport with both Primary Schools and other Special Schools.

- Students often access programs developed by other organisations such as Special Olympics.

- Class Residential Camps

- Girls club with Ipswich Special School

- Students are encouraged to be active participants in many extra curricula activities.

How information and communication technologies are used to assist learning

All classrooms at Ipswich West Special School are equipped with LCD Interactive Televisions. Teachers and Teacher Aides are striving to enliven the teaching and learning experience of every student using technology with the use of tablet devices and computers, including laptops.

All teachers have access to software to develop visual resources to support individual learning. Each student hve logins to web based literacy and numeracy programs which teachers incorporate into lessons.

All Teachers have continued to participate in Professional Development that enhances the embedding of ICT's into the class programs, including accessing the schools ICT Pedagogical Coach.

 Each classroom has iPads and laptops that are utilised to enhance student learning.

Social climate

Overview

Ipswich West Special School is a Positive Behaviour for Learning school. All students in the school have an individual behaviour support plan that aligns to the Zones of Regulation.

The school wide GOTCHA program identifies when students are demonstrating Safe, Respectful Learner behaviours and is responded positively to by the students.

100 % of parents report their child feels safe at the school, their students are treated fairly and like being at the school. 91% of parents feel that student behaviour is well managed at the school.
This demonstrates an increase from 2017 when this was at 78%. The improvement in this area is attributed to the positive strategies being implemented over time, which has resulted in a significant decrease in major behaviours at the school.

Late 2018 saw the completion of the significant building project occurring at the school. The physical environment is now more conducive to a positive learning environment for all students.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	80%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	88%	92%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	93%
• their child is making good progress at this school* (S2004)	100%	100%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	91%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	78%	92%	100%
• they can talk to their child's teachers about their concerns* (S2009)	90%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	93%
• this school takes parents' opinions seriously* (S2011)	80%	100%	92%
• student behaviour is well managed at this school* (S2012)	78%	92%	91%
• this school looks for ways to improve* (S2013)	80%	92%	92%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree[#] that:	2016	2017	2018
• 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)			
• their school looks for ways to improve* (S2045)			
• their school is well maintained* (S2046)			
• their school gives them opportunities to do interesting things* (S2047)			

Percentage of students who agree# that:	2016	2017	2018

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	77%	100%	90%
• they feel that their school is a safe place in which to work (S2070)	60%	70%	90%
• they receive useful feedback about their work at their school (S2071)	47%	80%	71%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	90%	100%
• students are encouraged to do their best at their school (S2072)	84%	95%	97%
• students are treated fairly at their school (S2073)	65%	100%	81%
• student behaviour is well managed at their school (S2074)	43%	75%	65%
• staff are well supported at their school (S2075)	48%	90%	73%
• their school takes staff opinions seriously (S2076)	48%	89%	72%
• their school looks for ways to improve (S2077)	87%	100%	94%
• their school is well maintained (S2078)	97%	95%	97%
• their school gives them opportunities to do interesting things (S2079)	73%	95%	81%

* 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

Parents/Carers are encouraged to join the schools P and C to enable clear lines of communication and consultation with the wider school community.

Parents/Carers are regularly invited to school activities including Under 8s week, book week, sports days, graduation, the annual Christmas Carols evening.

Parents/Carers meet twice a year with teachers to develop Individual Curriculum Plans for students. Parents/Carers also make appointments with teachers regularly when required to discuss individual student needs.

The Junior and Senior Secondary students are engaged in Off Campus Skill development programs with local businesses, helping to prepare them for the transition to Post School life. The school has maintained strong relationships with local businesses which has seen the number of businesses grow to 15 in support of the school.

Our student's access varies community locations through their Community Based Learning programs, as well as joint programs with the local schools including Ipswich West State School.

Respectful relationships education programs

IWSSS focuses on daily lessons on the school rules of Safe, Respectful, Learner. These lessons focus on social skills for students targeting ways of acting in safe manner towards self and others. The Health curriculum delivered at the school also focuses on these important learning areas. The senior school students participate in a unit of work promoting respectful relationships,

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	7	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

With the whole school having reverse cycle air-conditioning to support student learning, a concerted effort is made to adhere to the departments temperature and use of air conditioners guidelines to help minimise the cost of running the units.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	122,536		58,088
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
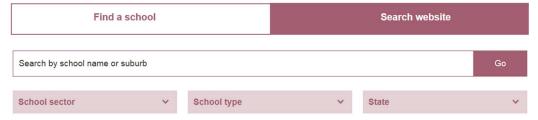
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	21	29	<5
Full-time equivalents	20	19	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	2
Bachelor degree	19
Diploma	
Certificate	

*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 2018 were $80,297.

The major professional development initiatives are as follows:

Staff release for curriculum professional development, coaching, research for evidence based practices, SECC events, ICT pedagogical training, alternative and augmentative communication training and positive behavior for learning.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

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Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	92%	91%
Attendance rate for Indigenous** students at this school	90%	85%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	93%
Year 1	91%	93%	90%
Year 2	95%	95%	92%
Year 3	93%	95%	93%
Year 4	96%	93%	89%
Year 5	93%	90%	93%
Year 6	91%	94%	91%

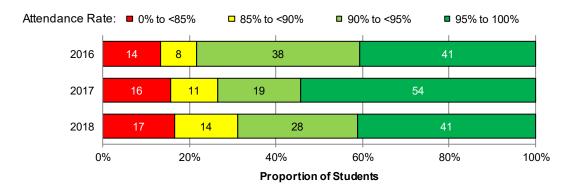| Year level	2016	2017	2018
Year 7	93%	89%	93%
Year 8	90%	95%	96%
Year 9	80%	89%	92%
Year 10	87%	98%	85%
Year 11		84%	93%
Year 12			81%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	14	8	38	41
2017	16	11	19	54
2018	17	14	28	41

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Class rolls are marked twice daily and data entered into One-School. Absences are followed up by telephone contact with Parents or Carers. Unexplained absences are rare as a majority of our students have door to door school transport.

If students have unexplained absences after an extended period of time, a letter is sent home for parents to explain the absence.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement			5
Number of students awarded a QCIA			5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12			0
Percentage of Indigenous students awarded a QCE at the end of Year 12			
Number of students who received an OP			0
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)			4
Number of students awarded a VET Certificate II or above			3
Number of students who were completing/continuing a SAT			3

Description	2016	2017	2018
Number of students awarded an IBD			0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification			80%
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I			4
Certificate II			3
Certificate III or above			0

Note:

The values in table 15:

- are as at 11 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate 1 in Access to Vocational Pathways

Certificate 1 in Information and digital media technology

Certificate 2 in Retail

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		0%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		0%	

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.