



Logan City Special School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Our school motto is 'Independence Through Learning' and we partner with families to support our students to be as independent as possible through their learning in our school. Our students' learning program is based on the Australian Curriculum and adjusted where differentiation is required, while being delivered in a safe and supportive environment. Our curriculum ensures that students have multiple opportunities to develop their skills in a wide range of settings.

In 2017 our average enrolment was over 157 students. This consisted of students from Prep to Year 12 age and students enrolled in the Early Childhood Developmental Unit (ECDP). Students in the ECDP range in age from birth to 5 years, whose weekly attendance time in the program varied dependent upon their age. Our school age students are organised into learning teams of Junior, Primary, Junior Secondary and Senior School. These students attend school full-time. For students in the Senior learning team this usually includes time for work experience and attending courses delivered in other educational settings.

Our school is very diverse in terms of cultural identity. Many of our staff and students were born outside Australia and have chosen to make the Logan area their home. Some of the cultures represented include South Sea Islands, New Zealand, India, South Africa, Middle East, Thailand, and Cambodia. We are also fortunate to have a number of students of Aboriginal and Torres Strait Island background.

We look forward to supporting, challenging and getting to know your child and family at our school.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Improved Literacy and Numeracy outcomes for students

In 2017 the Teaching and Learning Committee continued to collaboratively review and update the school Literacy and Numeracy plans, ensuring they were in line with the Australian Curriculum and effectively resourced. The introduction of a Numeracy Coach further supported the use of evidence-based mathematics pedagogy within the classrooms. Continued critical updates of the Individual Achievement Scales were undertaken in English and Maths to ensure all improvements in student learning are clearly reportable.

School-wide Positive Behaviour Support

Regular data collection and analysis supported the implementation of School-wide Positive Behaviour Support in 2017. 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. The schoolwide reward GOTCHA system was further developed to encourage positive student behaviours across the school

Student Communication Skills

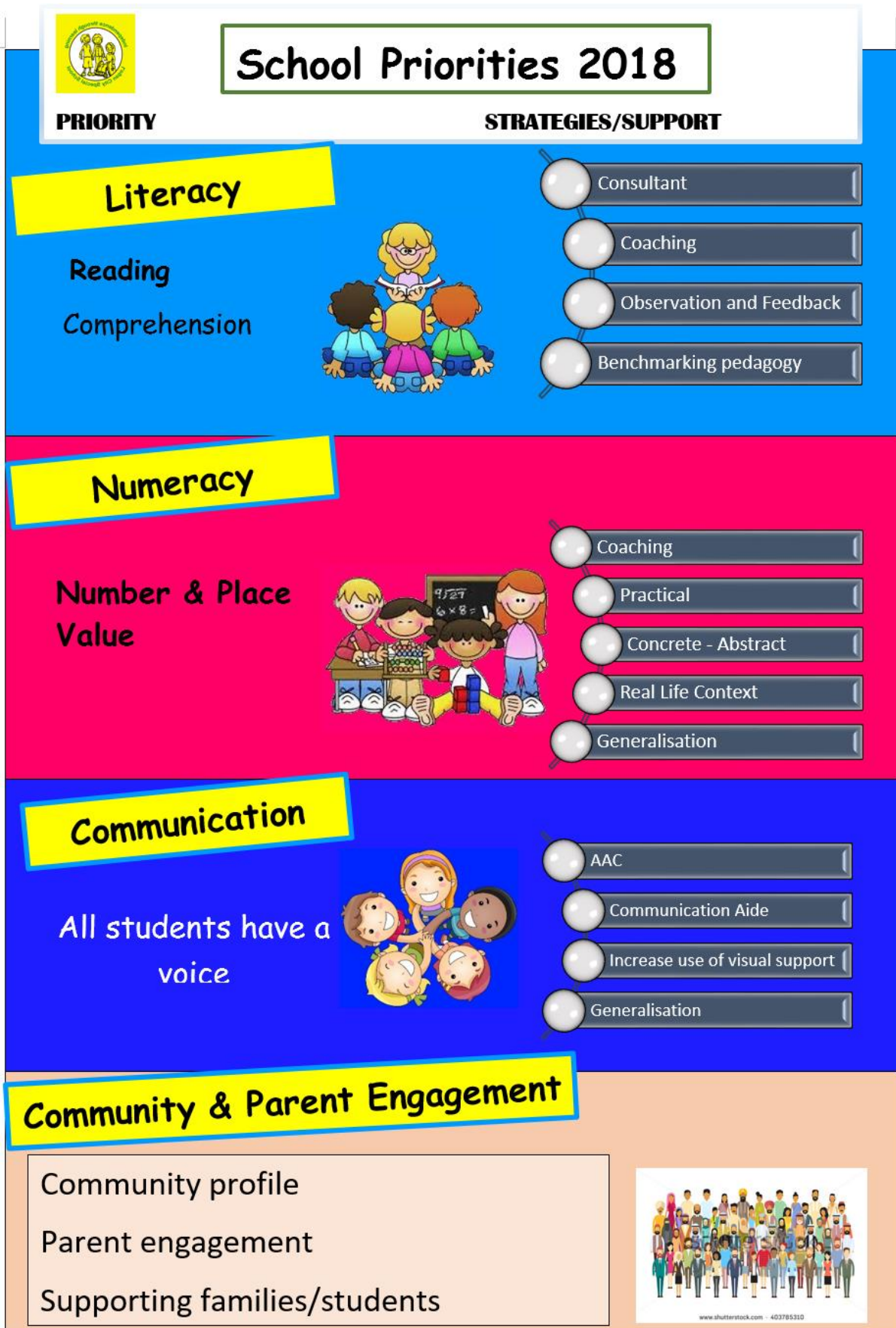
In 2017 a Communication Teacher Aide position was introduced to support individual students within their learning programs. The Communication Teacher Aide worked across all learning teams under the supervision of the Speech Language Pathologist. A full review of Alternative Augmentative Communication resources available to support student communication was undertaken to ensure modern, relevant resources are available to further improve learning outcomes.

Personal Learning

Staff continued to undertake professional feedback review processes in 2017. Utilising a range of modes (in class visits, video, reflective conversation) both teaching and non-teaching staff shared practices and supported the learning of colleagues to ensure a continued focus upon quality learning and effective pedagogy across the school.

Future Outlook

The 2018 School Priorities are detailed in the diagram below.



Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2017: Early Childhood – Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	129	28	101	15	94%
2016	143	32	111	16	94%
2017	157	36	121	21	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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, Junior Secondary 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 disability that result in them requiring access to specialised teaching and an alternative, individualised curriculum. All students attending the Prep – Year 12 program have a verified Intellectual Disability 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

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 DET therapists within classrooms;
- Individual Curriculum Plans and SET Plan goals to meet individual needs, and;
- Work sampling and work experience.

Co-curricular Activities

- School camps in Junior Secondary & Senior schools.
- A wide range of excursions to complement learning programs.
- Sporting calendar of events.
- Representative teams for touch and soccer at local and Regional competitions.
- Canoeing.
- Swimming.

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. Teachers used iPads as a teaching and organisational tool. Staff had specific professional training in the use of assistive technologies.

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

Staff supported student learning on a daily basis through the use of a wide range of standard commercial technologies (digital cameras, digital video recorders, iPods) as well as a range of specialised Alternative Augmentative Communication systems (BigMack, TechTalk, Talking Buttons, GoTalk and other Voice Output Devices) and alternative access equipment (switches, alternative keyboards, alternative mice).

Social Climate

Overview

Continued focus has occurred on the enactment of our school motto – 'Independence through Learning' and 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 Wellness Worker.

Students are supported with the Positive Behaviour for Learning approach that the school has adopted for a number of years.

The Wellness committee incorporates a Harmony Club that continued to meet regularly to support staff wellness and health and to actively promote a positive and open social climate throughout the school. This included organisation of social and team building aspects of ongoing activities throughout the year. Continued 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 has been a key strategy in ensuring all staff have opportunities to develop meaningful relationships.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	88%	100%
this is a good school (S2035)	95%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	88%	100%
their child's learning needs are being met at this school* (S2003)	91%	100%	100%
their child is making good progress at this school* (S2004)	96%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%	100%
teachers at this school motivate their child to learn* (S2007)	95%	100%	100%
teachers at this school treat students fairly* (S2008)	96%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	91%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	96%	100%	100%
student behaviour is well managed at this school* (S2012)	95%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	96%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
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)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	96%	96%
they feel that their school is a safe place in which to work (S2070)	97%	86%	89%
they receive useful feedback about their work at their school (S2071)	95%	89%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	93%	100%	93%
student behaviour is well managed at their school (S2074)	91%	89%	81%
staff are well supported at their school (S2075)	95%	79%	77%
their school takes staff opinions seriously (S2076)	95%	78%	82%
their school looks for ways to improve (S2077)	98%	93%	98%
their school is well maintained (S2078)	84%	93%	89%
their school gives them opportunities to do interesting things (S2079)	88%	96%	87%

* 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

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.
- Consistent use of the street information sign board to inform parents and community of upcoming events and celebrations.
- Fortnightly newsletter.
- Requested parental involvement at special day events – Fun Runs, Harmony Day, and Sports Day.
- School Wellness Worker support and training for parents.
- 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 (ICPs / SET Plans).
- Regular P and C meetings widely advertised.

Respectful relationships programs

The school has developed and implemented a programs that focus on appropriate, respectful and healthy relationships. Each class covers aspects of Relationships and Sexuality Education information at an age appropriate level. This includes safety and protection elements so students minimise risks and develop an understanding of recommended safe choices. In 2017 a number of classes accessed the Daniel Morcombe program to further develop their knowledge in this area.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	15	24	8
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	1	0	0

Environmental Footprint

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 despite a growing student enrolment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water KL
2014-2015	91,771	1,109
2015-2016	111,055	957
2016-2017	96,976	NA

*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 funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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 says '**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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	40	45	< 5
Full-time Equivalents	36.3	29.6	< 5

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	6
Bachelor degree	26
Diploma	2
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 2017 were \$65,272.

The major professional development initiatives are as follows:

- PECS training
- Literacy and Numeracy training
- OneSchool Training
- School Wide Positive Behaviour Support focus team training
- Australian Curriculum
- Pedagogical Framework
- Transition to Post-School
- Curriculum Activity Risk Assessment and Management
- Specialised Health procedures
- Asthma Management
- Asbestos management
- Management of Epilepsy
- Developing Performance Framework
- Workplace Health and Safety - including My HR WHS
- My HR

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year.

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	87%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	84%	85%

*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 2017 for all Queensland Special Schools was 88%.

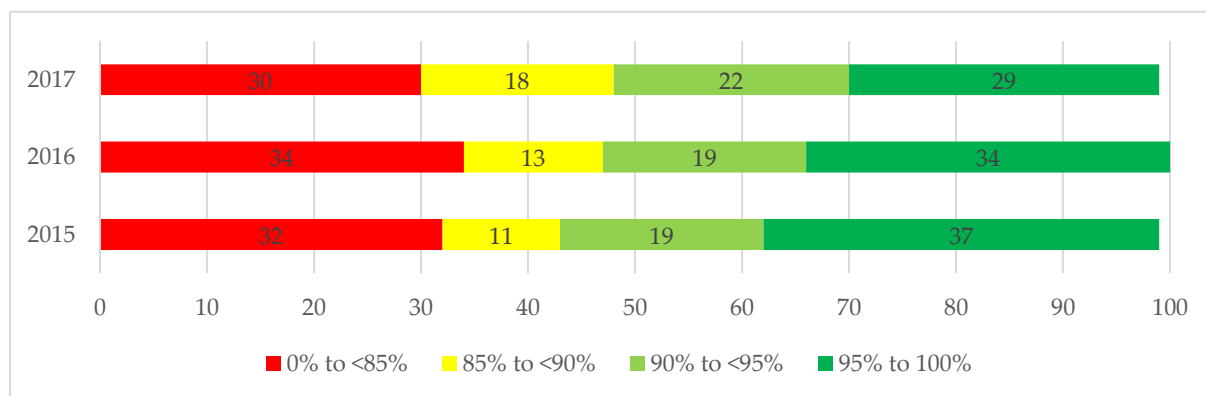
AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	87%	87%	89%	87%	91%	87%	88%	88%	90%	88%	82%	92%	86%
2016	89%	86%	85%	83%	85%	90%	86%	90%	87%	67%	89%	87%	88%
2017	89%	83%	89%	80%	79%	87%	87%	87%	89%	87%	80%	88%	87%

*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 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.

Rolls are marked every day electronically on OneSchool and administration checks these regularly. If there are patterns in absences, for example regular absences on particular days or when students have been away for 3 days without a reasonable excuse the teacher will call the parents to enquire as to reasons. If students' absence persists the Deputy and Guidance officer work with families to ensure that students attend each day.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Number of students receiving a Senior Statement	8	12	6	
Number of students awarded a Queensland Certificate of Individual Achievement.	8	12	6	
Number of students receiving an Overall Position (OP)	0	0	0	
Percentage of Indigenous students receiving an Overall Position (OP)	0	0	0	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0	
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0	

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
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	0	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.	0	0	0
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.	0	0	0
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0	0	0

As at XX February 2018. 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
2015	0	0	0
2016	0	0	0
2017	1	0	0

As at 02 February 2018. The above values exclude VISA students.

One student successfully completed a Certificate I – Warehousing.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.			116%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			100%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

Early leavers information

No early leavers were recorded in Years 10, 11 or prior to completing Year 12 in 2017.