

Logan City Special School (3001)

Queensland State School Reporting

2012 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 2012 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 2012 the school retained the goal for Logan City 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 2012 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 2012, 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 behaviour.

School progress towards its goals in 2012

The following points outline progress toward our 2011 strategic goals:

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

Improved Literacy and Numeracy outcomes for students

In 2011 our Teaching and Learning Committee collaboratively reviewed and updated the school Literacy and Numeracy plans, ensuring they were in line with the pending implementation of 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.

Senior Schooling Curriculum supporting transition

In 2011 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 the Australian Curriculum have defined our 2012 focus in the area of Senior Schooling Curriculum.

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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 2012.

School-wide Positive Behaviour Support

Regular data collection and analysis supported the implementation of School-wide Positive Behaviour Support in 2012. 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 in 2012 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 the first year of school-based Australian Curriculum implementation.

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 2011.

Future outlook

Through a collaborative planning process we have determined our strategic objectives for 2013. These are:

1. Improved literacy outcomes for students
2. Improved numeracy outcomes for students
3. Improved well-being and life skills for students
4. Closing the literacy gap for indigenous students
5. Establishing a school pedagogic framework
6. Implementation of recommendations from the 2102 Teaching & Learning Audit
7. Review of Developing Performance Plans for administrators and teaching staff

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: P-12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	101	37	64	95%
2011	105	30	75	93%
2012	100	25	75	92%

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, Lower Middle, Upper 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 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 Lebanon are some of the countries 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		
	2010	2011	2012
Prep – Year 3			6
Year 4 – Year 10			6
Year 11 – Year 12			6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012

Our school at a glance

Short Suspensions - 1 to 5 days	11	9	32
Long Suspensions - 6 to 20 days	6	1	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

In 2012 our curriculum was:

- Informed by the Australian Curriculum, the Early Years Curriculum and the Roadmap P-12;
- 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 commenced in 2012;
- Supported by a range of DETE therapists within classrooms;
- ISP and SET Plan goals to meet individual needs, and;
- Work sampling and work experience.

Extra curricula activities

- 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 2012 10 Teachers were using iPads as a teaching and organisational tool.

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 mice 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

Our school at a glance

practice to support students. All students (100%) report that 'they like being at school' and 80% report being safe at school.

Parent, student and staff satisfaction with the school

An overall increase in satisfaction was evident in staff survey results, with a significant increase in the percentage of staff members satisfied with morale in the school – from 84% to 97% satisfaction and an increase in the percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives from 58% to 85%. Parent satisfaction was high with 100% reporting this is a good school and their child likes being at school. There was a notable increase in students satisfaction with 100% of students satisfied that they are getting a good education at school – up from 87%.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	93.3%
their child's learning needs are being met at this school*	88.2%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	94.1%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	93.8%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	80.0%
their teachers motivate them to learn*	93.3%

Our school at a glance

their teachers expect them to do their best*	93.3%
their teachers provide them with useful feedback about their school work*	93.3%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	93.3%
their school takes students' opinions seriously*	92.9%
student behaviour is well managed at their school*	53.3%
their school looks for ways to improve*	93.3%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	93.3%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	85.1%
with the individual staff morale items	97.9%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for 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.
- Monthly parent / carer support group for parents of students in their final years.
- Information sessions for parents of students in ECDP program.
- Requested parental involvement at student Individual Planning meetings (ISPs / SETPlans).
- Regular P and C meetings widely advertised.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 in 2011-2012 electricity usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	181,693	1,341
2010-2011	109,310	1,099
2011-2012	90,019	1,146

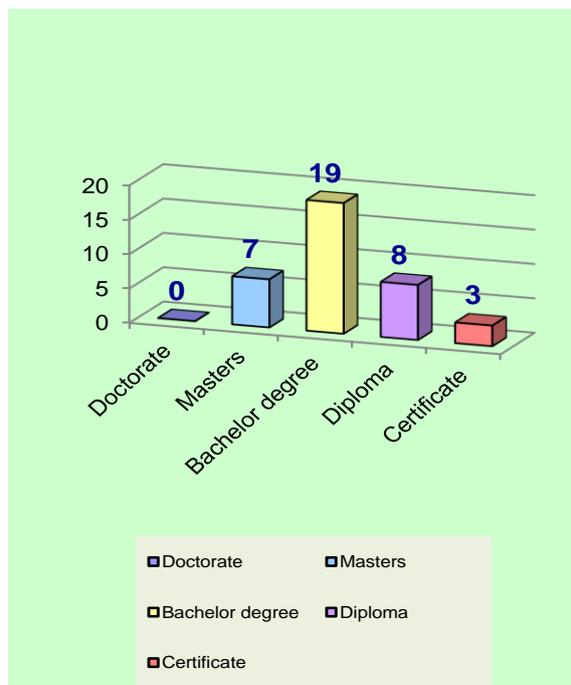
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	34	30	<5
Full-time equivalents	28.6	20.5	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	19
Diploma	8
Certificate	3



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$22,000.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- OneSchool Training
- School Wide Positive Behaviour Support focus team training
- NVCI staff refresher
- ICT including acquisition of ICT Pedagogical Licence
- Australian Curriculum
- Transition to Post-School

Our staff profile

- 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

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.8%	96.4%	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	86%	87%
The overall attendance rate in 2012 for all Queensland state Special schools was 90%.			

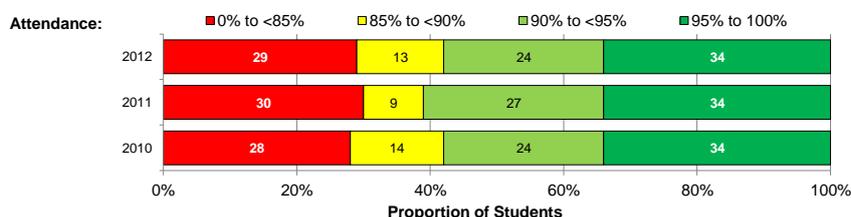
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010												
2011												
2012												

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 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 Principal or delegate 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 were almost 10% less than the non-indigenous student's attendance of 86.5%. This is a 5% improvement from the previous year.

No students took part in NAPLAN testing during 2012 and due to the individual nature of student Individual Plans it is not possible to report on achievement between indigenous and non-indigenous students.

Performance of our students

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	8	15	6
Number of students awarded a Queensland Certificate Individual Achievement.	8	15	6

Vocational Educational Training qualification (VET)			
	Certificate I	Certificate II	Certificate III or above

As at 2 May 2013. The above values exclude VISA students.

Plans are underway for students to access Certificate 1 courses at the neighbouring high school. Our school is also an applicant for a Trade Training College with two local high schools which will increase the vocational options for students. Our school has an extensive work experience program in Senior school.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

There were no early leavers from the school in 2012.