



Mitchelton Special School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Since 1971, this school site has provided alternative educational programs for students with specific learning needs. In 2016 our school provided specialist educational programs for approximately 190 students aged 1 to 18 years, 140 of whom were aged Prep to year 12. All students are identified as needing educational support arising from an Intellectual Disability. Approximately half of these students have additional needs arising from Autistic Spectrum Disorder.

In 2016 we also provided educational support for up to 50 students from 1 to 4 years of age. These students are enrolled in our Early Childhood Developmental Program (ECDP) and have been identified as students requiring additional educational support as a result of a developmental delay or a disability. We believe our school offers great teaching and learning, provides clear leadership, and takes great pride in demonstrating and promoting tolerance, understanding, and acceptance of diversity. I hope you enjoy reading our 2016 Annual Report.

Principal's Forward

Our Vision

All members of this community are encouraged to recognise and accept the responsibility we each have in contributing to the quality of relationships, programs and learning experiences at this school. Our school motto is ***Live to Learn – Learn to Live***. This reflects the importance of lifelong learning, not only for students but for all members of our school community. It is within the context of our school motto that our vision is focused on providing excellence in; *Teaching, Learning and Curriculum*, understanding and supporting our *School Community and Culture*, and advocating for the provision of important family *Supports and Services*.

We believe in a holistic, outcomes based approach to education which focuses on independence, functional communication, social competence, and learning for both present and future environments. We believe that optimum outcomes for students are best achieved through collaboration with our broader school community and through the development of partnerships with family, government and non-government agencies. We believe that providing an individualised curriculum and access to appropriate resources and facilities are central to enabling each student to achieve relevant and functional educational outcomes.

Generalising appropriate knowledge, skills, attitudes and behaviours from school into a community based environment is a fundamental component of teaching and learning for students with an intellectual disability. Helping students to learn skills in real life contexts is an approach called Community Based Instruction (CBI). CBI is a crucial part of our vision for effective teaching and learning at Mitchelton Special School.

Our Values

We value;

- our collective responsibility to improve the quality of life for all members of our community.
- meaningful and relevant curriculum, teaching and learning.
- people, relationships and the diversity of our school community.
- our commitment to understanding and improving necessary services and supports for our students and families.
- our community skills and experience to engage and improve debate about broader disability policies and practices.

School Progress towards its goals in 2016

The key improvement priorities for 2016 included a focus on developing our expertise and understanding what successful learning in the context of the Australian Curriculum looks like for every student. Specific work in these areas included increased expertise in the delivery of communication approaches for students and the delivery of the Four Blocks pedagogical framework as the instructional teaching and learning foundation for reading and writing throughout our school. Professional development for staff was ongoing in 2016 with specific priority given to Positive Behaviour for Learning, the collection and analysis of data to inform planning and the review of Individual Curriculum Planning for all students. We continued our focus on providing appropriate services and supports for families as they plan for post school opportunities for their child

The delivery of C2C Students with Disability units of work and our ongoing analysis of the Australian Curriculum remained an important focus throughout 2016. We continued to use individual learning priorities and individual assessment across the areas of Communication, Reading, Numeracy and Adaptive Behaviours.

In our Pathways Program we continued to work with parents to identify appropriate pathway choices and to identify and maintain partnerships with post school service providers, community and government agencies. We continued with the delivery of Parent Education Programs, Parent MyTime and the employment of a Parent Support Officer.

Through meetings, newsletters and special events we provided clear education and communication to our community about relevant services and supports for our students and families.

Future Outlook

Our parent and staff opinion survey responses for 2016 reflected a need for continued work to ensure understanding and appropriateness of the Australian Curriculum for all students in our school. Another focus area for future planning includes our work in supporting the complex learning and behaviour needs of students. Work in this area is ongoing to ensure we maintain a safe and supportive teaching and learning environment for all students and staff. In 2016 we implemented a number of changes in preparation for a specific improvement agenda to develop staff expertise. The introduction of concepts including the use of coaching models, professional learning communities and an overall review of the types of diagnostic tools being used to guide our planning began during 2016. Our narrow and sharp focus for future years is to develop our specialist knowledge and skills and to work hard with staff to develop a high level of expertise throughout our school community.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	127	35	92	6	97%
2015*	131	35	96	7	97%
2016	140	33	107	7	99%

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

Characteristics of the Student Body

Overview

Students attending our school live in over 45 local suburbs. All full time school aged students have been identified as having educational support needs arising from an intellectual disability. Approximately half of these students have additional needs arising from autistic spectrum disorder. We have a very diverse range of student needs including a small number of students within our school who present with complex and challenging behaviours.

Intellectual disability is characterised by significantly below average intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skill areas (communication; self-care; home living; social skills; community use; self-direction; health and safety; functional academics; leisure; work skills (Adaptive skills are those everyday coping skills which students need to take care of themselves and to relate to others in daily living)).

Students with an intellectual disability have difficulties with some or all of the following:

Attention refers to one's capacity to focus on an activity. Students need to be able to maintain focus long enough to gain information. They also need to attend to a task long enough to complete it.

Perception is the ability to register information through one or more of the sensory modes (e.g. sight, hearing, taste, smell or touch) and to make meaning of it.

Thought processing allows students to organise incoming information, to make connections between pieces of information and to interpret symbolic and abstract concepts. It also allows information to be organised for decision-making, communication and action.

Memory can be defined as having two main aspects. These are the retaining of information and the recalling of information.

Generalisation of learning occurs when a skill is learned in one situation and then applied in another. This process allows a student to operate effectively across a variety of environments without having to re-learn behaviours each time there is a change.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	6	6	6
Year 4 – Year 7	6	6	6
Year 8 – Year 10	7	7	7
Year 11 – Year 12	7	7	7

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Developing our distinctive curriculum for students Prep – year 12 is an exciting and challenging task. In 2016 we continued with a general focus for each phase of learning using the SWD Units from the C2C. Use of the Australian Curriculum to plan our curriculum decisions is ongoing.

Curriculum organisers help us to refine what we believe are the most significant learning priorities for students and class groups in each section of our school. We continue to refine and focus priorities according to student needs. The following table outlines our curriculum organisers for 2016.

Junior, Middle and Junior Secondary School

- English
- Mathematics
- Science
- History and Geography
- Health, Physical Education and Recreation
- The Arts
- Adaptive Behaviours
- Personal Priority Goals

Pathways Phase of learning

- Academics for Post-School
- Arts and Technology
- Developing skills for vocation and transition
- Independent Living
- Leisure and Recreation

The Pathways program includes engaging parents and students in planning a future-focused 'pathway' to assist the student in determining their post school options. Students and their families are encouraged to consider the future direction of their child's life from Mitchelton's five educational Pathway offerings. These include:

- supported employment
- continued education and learning,
- volunteering and community services,
- leisure and recreation,
- personal and community support.

Families and students are supported by staff to work through the Mitchelton Special School *My Pathway Plan* to develop transition goals and aspirations and to outline a clear picture for the future. It further aims to guide families to appropriate service providers and agencies who can assist families and the students post-school.

Co-curricular Activities

Community Based Instruction (CBI) is an important component of teaching and learning in all phases of learning. This means that many teaching and learning programs occur in community-based settings. The frequency of CBI increases for students as they approach the senior phase of learning. CBI involves access to over 100 various venues, facilities or services. Regular extra curricula activities include;

- Horse riding for the disabled
- Sleep Over and Movie Nights
- Extended Day Excursions
- School camps
- Visits to Environmental Education Centres
- Work Experience
- Shopping
- Using public facilities and public transport

How Information and Communication Technologies are used to Assist Learning

We believe that technology is a significant resource which can help to motivate student's curiosity in the world around us. Technology provides exciting opportunities for students to initiate and self-direct, express emotions and to develop communication skills. The school uses a range of hardware and software programs to assist and support student learning. The use of visual cues and photographs is extensively used throughout the school. In 2016 we continued to develop whiteboard expertise with every room having access to an Interactive whiteboard or TV. The school has also continued to purchase and use iPads and develop student understanding and use of various apps.

Social Climate

Overview

School opinion survey data reported that parents were 100% satisfied that Mitchelton State Special School is a good school. There was a decrease in parent satisfaction with regards to their child's needs being met and the feedback they are provided. This decrease may be explained in terms of the shift towards a system focus on delivering the Australian Curriculum for all students. Perhaps not all students' needs are being met and that school may not be able to explain this shift of focus in a satisfactory way to all parents. This is important future work for us to ensure meaningful curriculum delivery.

Staff opinion across a number of areas also decreased for the first time in many areas. With respect to safety, some of this may be explained by an increased number of incidents in 2016 which caused harm or injury to staff. Also the pace of changes and the introduction of new ideas for future planning may have left a small number of staff feeling apprehensive about change and the pace of change that was perceived. The Principal was also on two extended periods of leave last year and this absence could have contributed to staff feeling uncertain in the context of broader system changes in our sector.

Our results are still very strong in relation to state means and our school enjoys wonderful community and staff support. We are very proud of who we are as a school community. We work consistently to communicate and nurture an understanding of our collective social responsibility for supporting diversity within our school and wider community. Our school motto reminds us that we are all learners. This helps us remain focused on what is most important as we **Live to Learn – Learn to Live.**

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	100%	96%
their child's learning needs are being met at this school* (S2003)	100%	100%	91%
their child is making good progress at this school* (S2004)	100%	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	91%
teachers at this school motivate their child to learn* (S2007)	100%	100%	96%
teachers at this school treat students fairly* (S2008)	100%	100%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	96%
this school works with them to support their child's learning* (S2010)	100%	100%	96%
this school takes parents' opinions seriously* (S2011)	100%	93%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	93%
they feel that their school is a safe place in which to work (S2070)	98%	94%	85%
they receive useful feedback about their work at their school (S2071)	95%	94%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	95%
student behaviour is well managed at their school (S2074)	95%	97%	93%
staff are well supported at their school (S2075)	93%	97%	88%
their school takes staff opinions seriously (S2076)	90%	94%	88%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	100%	97%	98%
their school gives them opportunities to do interesting things (S2079)	98%	97%	93%

* 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 at Mitchelton SSS are encouraged to be an active partner in their child's education throughout their child's educational journey at Mitchelton Special School. Parents are required to meet formally with staff twice each year to collaboratively plan their child's Individual Education Program. Parents are also encouraged to correspond with their child's teacher using a communication book, and attend a variety of parent education sessions designed to inform parents of school programs, policies and parent education opportunities. The school also encourages parents to attend complimentary support opportunities including MyTime, Parent Education nights, Playgroup as well as school and community celebration nights such as the school Christmas Party and the Noosa Tri-athlon.

Respectful relationships programs

The school has developed and implemented two programs that specifically focus on appropriate, respectful and healthy relationships. The school uses the Daniel Morcombe framework for teaching the 3 R's. RECOGNISE when something does not feel or look right, REACT to the situation and then REPORT to someone what you have seen or how you feel. We help reinforce these messages in our school alongside our Positive Behavior for Learning messages which include all of us learning to be; Safe and Supportive, Kind and Considerate, Look and Listen, Accept and Respect and to be Responsible.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	2	11
Long Suspensions – 6 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

Reducing our school's footprint remains a challenge in the context of our continued expansion. As our enrolment continues to grow, we are appreciative of the fact that the standard of classroom facilities has significantly improved. All classrooms and staff rooms are now air-conditioned and fitted with interactive whiteboards. Cooking facilities exist in most classrooms and additional power consumption to run all additional white goods has been substantial. With an additional two classroom building added in 2016 and increasing enrolments it is extremely unlikely that the schools environmental footprint will be significantly reduced in the coming year.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	105,424	1,053
2014-2015	99,216	566
2015-2016	130,240	842

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

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

Mitchelton Special School, Mitchelton, QLD

2008	2009	2010	2011	2012	2013	2014	2015	2016
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Full-time equivalent enrolments relating to recurrent income and capital expenditure: 133.2

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
Net recurrent income 2015		
Australian Government recurrent funding	1,121,997	8,423
State/territory government recurrent funding	5,046,085	37,883
Fees, charges and parent contributions	39,797	299
Other private sources	41,309	310
Total gross income	6,249,168	46,916
(excluding income from government capital grants)		
Less deductions	0	0
Total net recurrent income	6,249,168	46,916

	\$ Total	\$ Total 2009-2015
Capital expenditure 2015		
Australian Government capital expenditure	32,146	4,354,141
State/territory government capital expenditure	39,653	5,381,822
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	20,000
Total capital expenditure	71,799	9,735,963

Total gross income 2015

(excluding income from government capital grants)

Total capital expenditure 2015

Total capital expenditure 2009-2015

Percentages are rounded and may not add to 100%. [Further information](#)

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	39	52	<5
Full-time Equivalents	35	30	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	5
Bachelor degree	24
Diploma	3
Certificate	1

*Teaching staff includes School Leaders

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

Professional Development

Expenditure on and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$30,900. This represents approximately 27% of our total grant allocation.

The major professional development initiatives in our school are divided into the following cost centres with examples of PD identified for each.

- School Priority (e.g. Staff Well-Being, Supporting Complex Behaviour, AGOSCI)
- Curriculum and Disability Specific (e.g. Communication and PODD Training, ASDAN)
- Leadership and School Priority (QASEL Conference, Coaching Workshops)
- Workplace Health and Safety (CPR and First Aid, Team Teach)
- Allied Health and Guidance (TNT Conference)

The proportion of the teaching staff involved in professional development activities during 2016 was 100%. Please note: some of these PD days are cost neutral with a number of whole of school professional development programs occurring during Staff Professional Development Days.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	83%	89%

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

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

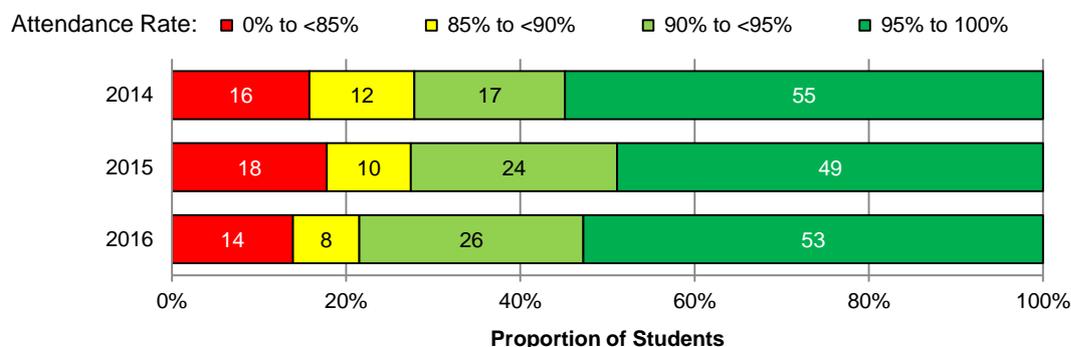
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015	93%	80%	91%	95%	95%	94%	84%	89%	83%	93%	96%	96%	85%
2016	93%	91%	86%	96%	94%	92%	94%	88%	93%	92%	95%	95%	90%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. In general, Mitchelton SSS has very few students who demonstrate attendance problems. The majority of students at Mitchelton SSS attend school on a very regular basis. Parents report absences to staff prior to the first roll marking at 9am. School rolls are marked at approx. 9am and 1:30pm. If schools have not received a notification of a student's absence parents are contacted by the school administration team.

NAPLAN

Please note: No students from this school participated in NAPLAN testing.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
Number of students receiving a Senior Statement	7	11	11	
Number of students awarded a Queensland Certificate of Individual Achievement.	7	11	11	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	4	6	8	
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	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.	57%	55%	73%	

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	4	0	0
2015	6	0	0
2016	8	0	0

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

Certificate I Awards 2016 (Please note a total of 8 students with some students completing more than one Certificate Course.

- Information Digital Media Technology (IDMT) (2 students)
- Access to Vocational Pathways AVP (8 students)
- Hospitality (6 students)

Student Destinations

Post-school destination information

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

The report will be available at:

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

Early leavers information

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

There were no early leavers in our school during 2016.

Conclusion

