



Mitchelton Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	Kedron Avenue Mitchelton 4053
Phone	(07) 3354 5333
Fax	(07) 3354 5300
Email	principal@mitcheltonspecs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Sarah Lockwood, Principal

From the Principal

School overview

This school uses the Australian Curriculum and the Guidelines for Individual Learning to provide educational programs for students with a disability. We are a band 10 school and cater for students aged 3 to 18 years. All students are identified as needing educational support arising from Intellectual Impairment, approximately half having additional needs. Our role as a public special school is to support a diverse range of student needs. As a school community we understand the complex issues surrounding students with disabilities and the challenging behaviours some present. The school is divided into four curriculum and programming sections. The Early Childhood Developmental Program caters for children in the pre schooling phase of education. The Junior Phase provides for students from prep to year 2. The Middle Phase has students from year 3 to year 6. Our high school is divided into 2 sections, Junior Secondary (year level 7 – 9) and Senior School (year levels 10 – 12). Individual and group learning needs, skills, abilities and personalities are all considered when staff plan class groups. All our students have an Individual Curriculum Plan detailing priority learning goals and strategies. This is developed with parents and reported on twice a year.

School progress towards its goals in 2018

Communication/Literacy

Develop the capacity of all staff members to communicate with every student in the full range of school and community contexts in line with the Communication Bill of Rights	Roll out of weekly workshops to build staff capability using AAC Initial rollout of communication plans for students has commenced
Develop school-wide practices related to the use of data to inform teaching and learning	Diagnostic suite reviewed in 2018 and rolled out in term 1 2019. Coaches were implementing WOW and instructional coaching with limited feedback. A more formal process wasn't introduced due to there being no collegial engagement plan in place.
Implement the Australian Curriculum and the Senior School Curriculum embedded with a balanced approach to literacy	This was being conducted quite successfully through the section coaches providing weekly instructional coaching. There were a number of staff changes in term 3, so there were extremely varied levels of professional knowledge.

PBL/Wellbeing

Develop consistent evidence based practices across whole school to positively support the behaviour of all students	PBL was relaunched in term 2, this is an ongoing priority. Head of student services role was created. 100% of students have individual behaviour thermometres Responsible Behaviour Plan for Studetns was updated
Develop targeted and intensive support for students displaying complex behaviour	PD offered related to Autism, Restorative practices and Trauma informed practice. Individual PBL plans developed for identified students.
Develop the resilience and wellbeing of students, staff members and the wider school community	Staff involved in a resilience/ wellbeing program.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	140	143	145
Girls	33	32	32
Boys	107	111	113
Indigenous	7	7	4
Enrolment continuity (Feb. – Nov.)	99%	97%	95%

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

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).

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	6
Year 4 – Year 6	6	6	6
Year 7 – Year 10	7	7	7
Year 11 – Year 12	7	7	8

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, history, PE, the arts and geography
- Students in P-10 all have an Individual Curriculum Plan which details how they access the Australian Curriculum
- Students in Year 11 and 12 have QCAA curriculum plans developed so the Queensland Certificate of Individual Achievement can be awarded at the completion of Year 12.
- Introduction of Vocational Education and Training Courses – Certificate Level 1

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; tennis australia.
- Class Residential and off campus camps.
- Students are encouraged to be active participants in many extra curricula activities.

How information and communication technologies are used to assist learning

All of our classrooms at Mitchelton Special School are equipped with an electronic whiteboard or interactive screen to enhance student engagement and learning. All students have access to computers and ipads throughout their learning where they can access educational apps and communication devices. The teaching of ICTs is embedded in the units of work.

Social climate

Overview

Staff at Mitchelton Special School are committed to building a safe, supportive and disciplined learning environment.

The Student Wellbeing (SWELL) team was created to support students to develop self-regulation strategies and respond to incidences of heightened behaviour with a calm and supportive approach.

Our school chaplain works with students individually or in small groups with a focus on team work and social skills.

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%	92%	75%
• this is a good school (S2035)	100%	96%	71%
• their child likes being at this school* (S2001)	96%	96%	82%
• their child feels safe at this school* (S2002)	96%	100%	68%
• their child's learning needs are being met at this school* (S2003)	91%	96%	82%
• their child is making good progress at this school* (S2004)	96%	96%	79%
• teachers at this school expect their child to do his or her best* (S2005)	100%	93%	86%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	92%	75%
• teachers at this school motivate their child to learn* (S2007)	96%	96%	81%
• teachers at this school treat students fairly* (S2008)	96%	92%	85%
• they can talk to their child's teachers about their concerns* (S2009)	96%	96%	97%
• this school works with them to support their child's learning* (S2010)	96%	93%	86%
• this school takes parents' opinions seriously* (S2011)	100%	92%	61%
• student behaviour is well managed at this school* (S2012)	100%	88%	56%
• this school looks for ways to improve* (S2013)	100%	96%	82%
• this school is well maintained* (S2014)	100%	100%	90%

* 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)	93%	93%	66%
• they feel that their school is a safe place in which to work (S2070)	85%	68%	45%
• they receive useful feedback about their work at their school (S2071)	88%	82%	62%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	77%	75%
• students are encouraged to do their best at their school (S2072)	100%	100%	81%
• students are treated fairly at their school (S2073)	95%	95%	68%
• student behaviour is well managed at their school (S2074)	93%	68%	36%
• staff are well supported at their school (S2075)	88%	86%	32%
• their school takes staff opinions seriously (S2076)	88%	80%	47%
• their school looks for ways to improve (S2077)	98%	100%	83%
• their school is well maintained (S2078)	98%	89%	81%
• their school gives them opportunities to do interesting things (S2079)	93%	91%	61%

* 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.

Respectful relationships education programs

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

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

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	11	4	34
Long suspensions – 11 to 20 days	2	1	1
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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		122,288	
Water (kL)	842	1,064	1,066

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

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	44	57	<5
Full-time equivalents	38	35	<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	4
Graduate Diploma etc.*	8
Bachelor degree	29
Diploma	3
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 \$33 357.30

The major professional development initiatives are as follows:

- Coaching and Mentoring
- Special Education Curriculum Cluster
- Positive Behaviour for Learning and Staff Wellbeing
- Communication and Literacy

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%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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	93%	92%	90%
Attendance rate for Indigenous** students at this school	89%	89%	63%

* 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%	86%	89%
Year 1	91%	93%	75%
Year 2	86%	93%	95%
Year 3	96%	88%	92%
Year 4	94%	95%	89%
Year 5	92%	95%	94%
Year 6	94%	93%	95%

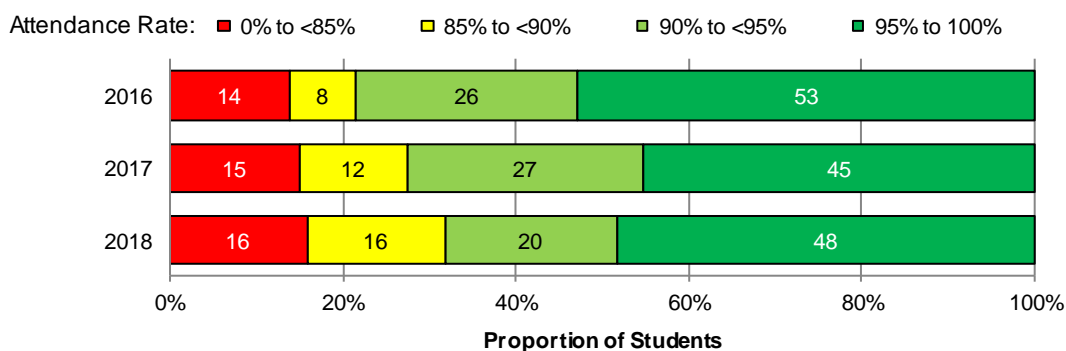
Year level	2016	2017	2018
Year 7	88%	94%	89%
Year 8	93%	86%	94%
Year 9	92%	94%	84%
Year 10	95%	93%	93%
Year 11	95%	92%	88%
Year 12	90%	91%	92%

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



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.

Overall, 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 who attended Mitchelton Special School in 2018 participated in NAPLAN.

How to access our NAPLAN results

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

Go

School sector
▼

School type
▼

State
▼

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



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

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	11	10	18
Number of students awarded a QCIA	11	10	16
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 QCE at the end of Year 12	0%	0%	
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%	0%	
Number of students awarded one or more VET qualifications (including SAT)	8	5	13
Number of students awarded a VET Certificate II or above	0	0	1
Number of students who were completing/continuing a SAT	0	0	0
Number of students awarded an IBD	0	0	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	73%	50%	72%
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 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	8	5	13
Certificate II	0	0	1
Certificate III or above	0	0	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).

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		100%	113%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		100%	100%

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.

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.

This school's report will be available at

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