



# Pine Rivers Special School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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## School Overview

At Pine Rivers Special School, we aim to have all students actively engaged in learning in a safe, supported and friendly environment. The school actively promotes positive partnerships with parents and the broader community. It is expected that all members of the school community conduct themselves in a manner that demonstrates respect for the individual, and support for one another.

Emphasis is placed on developing the knowledge, skills and attitudes that enable our students to participate in society in an active and productive manner.

In keeping with our Strategic Plan, our endeavours in 2016 focused upon the implementation of a meaningful interpretation of the Australian Curriculum, the development of expert teaching practices, the development of communication and literacy strategies and the use of 'Team Teach' strategies to interact with students and to manage any challenging behaviour.

# Principal's Foreword

## Introduction

As well as providing an overview of who we are as a school and the students that we cater for, the School Annual Report 2016 will give an overview of school priorities and a snapshot of the School Data captured through a range of surveys and other departmental tools.

### School Progress towards its goals in 2016

In 2016, the school identified the following as Priorities for address:

- Implementation of the Australian Curriculum, through a highly differentiated model appropriate to the learning capabilities of the students,
- The development of disability-specific programs to address the complex needs of students, including Communication Training, Gross and Fine Motor Training and programs that address the Sensory needs of students,
- The implementation of key principles of *The Art and Science of Teaching* as a Pedagogical Framework,
- The introduction of YuMi Maths as a pedagogical approach to the teaching of Maths,
- The implementation of a standardized approach to the teaching of Literacy, and
- The use of *Team-Teach* principles for interacting with students and managing challenging behaviour.

The employment of Pedagogical Coaches to support professional development in many of these areas was an effective strategy in helping to achieve these priorities.

During 2016, the school underwent a full School Review, led by the experienced educators engaged by the School Improvement Unit. Some of the Key Findings of the School Review were:

- There is a positive, caring relationship between staff members and students
- School leaders articulate a shared commitment to improvement.
- Teachers are highly committed to improving their teaching practices to maximise learning outcomes for all students.
- The leadership team has developed a pedagogical framework that incorporates the school's signature pedagogy, The Art and Science of Teaching (ASoT)
- The school has established and developed some beneficial partnerships with local businesses, community organisations and individuals to improve opportunities and learning outcomes for students.

### Future Outlook

For 2017, we articulated a revised set of School Priorities based upon findings from the School Review. These include:

- **Communication:** The explicit training of Communication, using Visual Symbols and a range of Augmented and Alternate Communication (AAC) strategies,
- **Curriculum:** Continued differentiation of the Australian Curriculum and the use of Evidence-Based practices to meet the complex learning needs of our students,
- **Capability:** The development of Positive Behaviours to enable student learning, and the development of staff capability to meet the complex needs of our students, and
- **Community:** Continuing to build a strong sense of community both within and beyond the school itself.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	134	26	108	9	94%
<b>2015*</b>	145	36	109	10	97%
<b>2016</b>	173	46	127	17	93%

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

\*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.

While there were no students enrolled in a pre-Prep\*\* program, Pine Rivers Special School hosts an Early Childhood Developmental Program which catered for approximately 75 students in 2016 .

\*\* 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

In 2016, students who attended Pine Rivers Special School came from quite a large geographic area that incorporated both rural and urban areas, including Lawnton, Bray Park, Strathpine, Bracken Ridge and Warner in the east, Petrie, Kallangur, North Lakes, Dayboro and Narangba in the North. Students also come a wide range of socio-economic and cultural backgrounds. Approx 5% of students were indigenous.

To be considered “Eligible for Admission” to Pine Rivers Special School, a student must have a verified diagnosis of an Intellectual Disability which necessitates a significant adjustment to curriculum delivery or an alternative approach to schooling. Many students also have a verified diagnosis of ASD and some students have physical disabilities.

### 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	5	6	6
Year 4 – Year 7	7	7	7
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

At Pine Rivers Special School, there is an emphasis upon the teaching of “Regular Subjects” such as English, Maths, History and Science, but at a pace and level commensurate with students’ ability and readiness. In 2016, students also had the opportunity to engage in an HPE and Visual Arts program within the Early Years and Primary Phases of Learning.

As students progress to the Junior Secondary phase, the emphasis shifts slightly. While still participating in the regular subjects, students are also introduced to other ‘age-appropriate’ training such as Home Economics and Horticulture.

In 2016, the Senior Schooling program for ‘more capable learners’ was focused upon working towards the achievement of a Certificate 2 in Active Volunteering. This was achieved mainly through engagement in the Horticulture and Home Economics programs. Students helped to grow, harvest and produce home-grown meals that were then delivered to local organisations, which help the homeless or disadvantaged members of the community. These students also undertook work experience placements at local businesses such as Coles, Bunnings, Supercheap Autos and Pinewoods Retirement Home.

One student undertook and graduated from the Gener8 program in conjunction with Bunnings and another student commenced an apprenticeship in painting and decorating.

For students with higher support needs, there was an opportunity to visit and experience potential future placements such as Endeavour, Multicap and ROPE.

In 2016, the school introduced the ASDAN program to the Senior Secondary sector to give a more robust and accredited focus to the training program.

### Co-curricular Activities

In May, a highlight for the school was the Student Art Show and Auction, which supported the Chaplaincy program.

In August the school once again entered a display in the Pine Rivers Show and incorporated a range of student art and literacy work.

The school’s Sport’s Day and Cross Country were hugely successful and well supported by parents and students.

In November, our Graduating Students and their families enjoyed the Senior Formal and Graduation Ceremony, which was held once again at the Pine Rivers Bowls Club.

### How Information and Communication Technologies are used to assist learning

At Pine Rivers Special School, all classrooms are fitted with electronic whiteboards, which greatly enhance our ability to engage students with e-learning opportunities.

Ipads have also become a feature within classrooms, and an active staff committee guides the use of digital pedagogies within the school. In 2016, the Communication and Information Technologies committee undertook a review of Apps being used in classrooms, in an attempt to streamline the use of Ipads. Teachers are trained to use Proloquo2go and Clicker 5 as communication aids.

## Social Climate

### Overview

At Pine Rivers Special School, all students are expected to demonstrate Safe, Friendly, Co-operative and Proud Learning Behaviours with teachers explicitly teaching students what this means and positive behaviours recognised and rewarded. It is expected that “all members of the school community treat one another with respect and dignity, and this expectation is modelled by all staff.

The school focuses upon the development of Positive Behaviours for Learning, and the Pedagogical Coach works with all teachers to further develop the Essential Skills of Classroom Management. The school has actively engaged with the Art and Science of Teaching since 2013, and this has significantly helped teachers to improve teaching practice.

Since having all staff complete training in the principles of ‘Team Teach’, interactions with students (including those who are exhibiting escalated or challenging behaviours) are much calmer and subsequently the atmosphere within the school is generally calm and focused upon student learning.

While working with children whose learning needs are complex and sometimes challenging, 100% of staff say that they enjoy working at Pine Rivers Special School, and especially with the students who are all recognized as individuals.

### Parent, Student and Staff Satisfaction

#### 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)	69%	92%	96%
this is a good school (S2035)	62%	93%	100%
their child likes being at this school* (S2001)	92%	100%	93%
their child feels safe at this school* (S2002)	92%	100%	100%
their child's learning needs are being met at this school* (S2003)	54%	93%	96%
their child is making good progress at this school* (S2004)	67%	93%	96%
teachers at this school expect their child to do his or her best* (S2005)	77%	92%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	69%	92%	92%
teachers at this school motivate their child to learn* (S2007)	62%	92%	96%
teachers at this school treat students fairly* (S2008)	85%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	69%	93%	100%
this school works with them to support their child's learning* (S2010)	62%	93%	89%
this school takes parents' opinions seriously* (S2011)	69%	92%	96%
student behaviour is well managed at this school* (S2012)	77%	100%	92%
this school looks for ways to improve* (S2013)	85%	92%	100%
this school is well maintained* (S2014)	92%	100%	96%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
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 <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	100%	99%
they feel that their school is a safe place in which to work (S2070)	95%	97%	89%
they receive useful feedback about their work at their school (S2071)	81%	85%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	80%	79%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	96%
student behaviour is well managed at their school (S2074)	95%	97%	87%
staff are well supported at their school (S2075)	86%	88%	77%
their school takes staff opinions seriously (S2076)	84%	88%	83%
their school looks for ways to improve (S2077)	91%	94%	93%
their school is well maintained (S2078)	98%	100%	94%
their school gives them opportunities to do interesting things (S2079)	89%	91%	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 are encouraged to be active participants in their child's education. They are asked to participate in formal meetings around the development of an Individual Curriculum Plan (ICP), and are encouraged to discuss other issues relevant to the child's educational needs.

Informal communication between teachers and parents is supported through Daily Communication Books, emails and casual meetings.

We hope to build a positive working relationship with parents, so that as difficulties arise they can be worked through in an atmosphere of mutual trust and respect.

A small but enthusiastic group of parents forms our P&C committee, and the Admin is working to create other forums for community discussion and feedback. The School Chaplain supports informal gatherings of parents and aims to build these into a more-formalised Parent Support Group.

## Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships.

The school's Mission Statement articulates the expectation that all members of the school community will conduct themselves in a manner that demonstrates respect for the individual, and support for one another.

The school rules reinforce the expectation that students will demonstrate friendly and cooperative behaviours, and this is explicitly taught and reinforced within classrooms.

## 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	3	0	3
Long Suspensions – 6 to 20 days	0	0	0
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

Water tanks are installed to assist with reducing water usage through toilets.

Staff are encouraged to leave doors and windows to buildings open, wherever feasible, to access natural ventilation, rather than relying upon the use of air conditioners. However, due to the lack of insect and security screens and poor design of many classrooms, this has proven unfeasible.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	173,795	5,204
2014-2015	176,875	2,830
2015-2016	184,637	4,704

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.



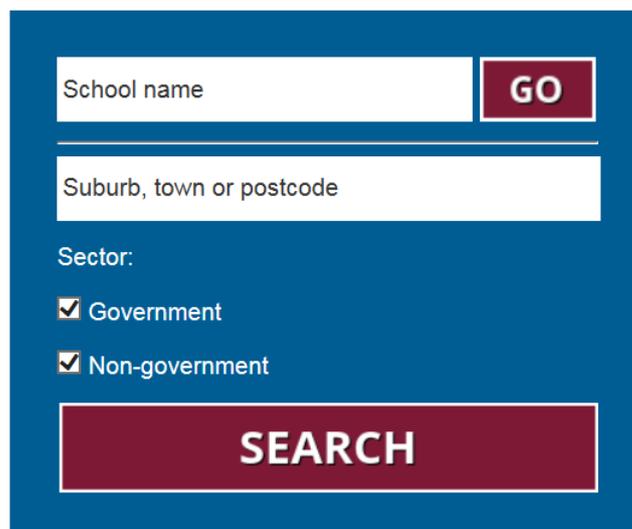
## School Funding

### 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



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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	49	56	<5
Full-time Equivalent	40	36	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	4
Bachelor degree	36
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

At pine Rivers Special School, we believe that the most effective professional Development happens either within the classroom or in close reflection of actual classroom practice. The school has, for several years, engaged a Pedagogical Coach to support teachers' understanding and implementation of teaching strategies articulated in The Arts and Science of Teaching (ASoT) and The Essential Skills of Classroom Management.

Unfortunately, teachers who had led implementation of YuMi Maths strategies and Communication strategies throughout the school accepted positions at other schools, and these programs suffered a slight setback in 2016.

The total funds expended on teacher professional development in 2016 were \$27,076.95.

In 2016, these funds were committed to professional development initiatives such as:

- Essential Skills of Classroom Management,
- Working with Children who have experienced Trauma,
- Understanding Autism,
- Evidence-Based Practices for working with Children with Autism,
- Reducing the Use of Restrictive Practices,
- Senior Schooling – Certification of Active Volunteering
- ASDAN Moderation.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

Key student outcomes for a state special school are reported under the Headline Indicators. At Pine Rivers Special School, 100% of students have an Individual Curriculum Plan articulated in One School, with an Individual Access Point to Curriculum identified. The Australian Curriculum is highly modified and class programs are differentiated to cater to the individual needs of students. Most students have diagnostic data stored in One School.

## Student Attendance

### 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%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	83%	75%

\*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 data contained above is significantly impacted by the small number of indigenous students and the complex nature of medical needs of some of these students. These resulted in one students withdrawing from school for an extended period of time until medical interventions could be trialled. 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	82%	86%	93%	94%	88%	86%	93%	89%	86%	87%	95%	89%	94%
2016	87%	79%	85%	92%	95%	91%	92%	90%	82%	91%	90%	95%	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.

### 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 2016, Pine Rivers Special School trialled Same-Day Reporting of Student Absences in line with departmental expectation. A text messaging system was instigated to notify parents of their child's absence and to seek clarification for this.

For students who regularly fail to attend school, a case meeting is held with parents and care givers to determine reasons and to instigate processes to support re-engagement with school.

## NAPLAN

Because of the complex learning needs of our students, no students at Pine Rivers Special School participate in the National Assessment Program for Literacy and Numeracy.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	6	10	9
Number of students awarded a Queensland Certificate of Individual Achievement.	6	10	9
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)		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).	3	6	4
Number of students awarded an Australian Qualification Framework Certificate II or above.	1	6	3
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%	
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.	50%	60%	44%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

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	2	1	0
2015	1	6	0
2016	1	3	0

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

Students at Pine Rivers Special School work towards the attainment of a Certificate 2 in Active Volunteering. Through their work in the Horticulture and Home Economics programs, students help to produce food that is donated to the Mercy Centre, helping homeless families within the community.

Students also actively volunteer at the Neighbourhood Centre and Pinewoods Aged Care facility.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

\* 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 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.pineriversspecialschool.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.

The only student who withdrew from schooling at the end of 2016 after completing Year 11 was offered a full-timer apprenticeship in painting and decorating.