



Pine Rivers Special School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



**Queensland**  
Government

## Contact information

<b>Principal</b>	Mr Neil Larter
<b>Deputy Principals</b>	Mr Aaron Sheppard Mr Aaron Morgan
<b>Head of Special Ed Services (ECDP)</b>	Ms Michelle Verhoeven
<b>Business Manager</b>	Ms Sue Linde
<b>Guidance Officer</b>	Ms Michelle Sinclair
<b>Postal address</b>	PO Box 508 Lawnton 4501
<b>Phone</b>	(07) 3285 0555
<b>Fax</b>	(07) 3285 2315
<b>Email</b>	principal@pineriversspecialschool.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Neil Larter (Principal)

## School overview

At Pine Rivers Special School we acknowledge the individual abilities of all students. We strive to meet their needs to make a positive difference so that they reach their potential as a valued and respected member of their community for the rest of their lives. The school actively promotes positive partnerships with parents and the broader community. Emphasis is placed on developing the knowledge and skills that enable our students to participate in society in an active and productive manner.

## School Priorities 2017 – 2020

### Communication:

- To develop the functional communication skills of every student,
- To use visual symbols and AAC devices to support Communication Training.

### Curriculum:

- To use evidence-based practices for the teaching of students,
- To gather, analyse and use student achievement data to inform decision making.

### Capability:

- To support students to develop Positive Behaviours for Learning,
- To support staff in the development of capability to work effectively with students.

### Community:

- To build a sense of Community within and around the school,
- To work with community partners and service providers to support student transitions.

## Priorities for 2019

As the school moved to implement the Australian Curriculum V8 with fidelity during 2019, the school's priorities for this year were articulated as:

### Curriculum:

- Purchase appropriate texts and associated support materials to implement of the Australian Curriculum (English)
- Facilitate teacher release for Professional Development (activities such as the Curriculum Roadshow), Collaborative Planning and Moderation activities,
- Participate in QUT Research project on effective pedagogical practices in maths education, using a multi-sensory, multi-representational approach,
- Purchase additional maths manipulatives to ensure access to appropriate materials for every student.

### Communication:

- Continue to support the Communication PLC with the development of PODD books and the training of staff with their use (including release of teachers and teacher aides for Professional Development and Training),
- Purchase additional communication software and site licences to develop appropriate low-tech communication tools for classroom use.
- Support teacher use of classroom technologies to enhance teaching and learning.

### Capability:

- Continue engagement with the regional PBL Team, and enhance the coaching skills of our PBL coaches through appropriate Professional Development,
- Purchase proprioception and sensory program materials.

## Targets 2019:

### Curriculum:

- By the end of Semester 1, teachers will have a sound understanding of the Australian Curriculum (English & Maths) and will be effectively planning for the implementation of this within each classroom,
- By the end of Term 1, teachers will demonstrate their understanding of a Balanced Literacy Program through focused teaching, informed by the gathering and analysis of accurate assessment data.
- By the end of semester 1, all teachers will be confidently using a Multi-sensory, Multi-representational pedagogy for the teaching of Mathematical concepts,

### Communication:

- All students will be supported in their communication by the use of low and high tech AAC Communication strategies within their classrooms.
- All students will have access to visual symbols and schedules to support their communicative attempts.

### Capability:

- Students who exhibit complex and challenging behaviour will be supported through the completion of a Functional Behaviour Assessment, and the implementation of Evidence-based practices that support student engagement in learning.
- Students' sensory processing and proprioception needs will be addressed through the implementation of evidence-based programs.

During 2019, the school made significant progress towards the achievement of Goals and Targets. The school reconfigured its Middle Management structure to include 2 acting Heads of Curriculum, to lead the development of the school's Curriculum, Assessment and Reporting Plan and to then lead teachers in the planning for its implementation. Senior Teachers of the school were also afforded additional non-contact time to enable them to lead priority agendas, including Communication Training, MMM Maths, CIT (Communication & Information Technology), PBL (the development of Positive Behaviours for Learning), STEM (Science, Technology, Engineering & Maths) and Senior Schooling.

## 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 2019</b>	Early Childhood - Year 12

### Characteristics of the student body

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	190	201	210
Girls	52	56	62
Boys	138	145	148
Indigenous	21	16	21
Enrolment continuity (Feb. – Nov.)	95%	95%	94%

#### 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 2019, there were approximately 120 students enrolled in the ECDP program, which is hosted at the Special School.

## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	6	6	6
Year 4 – Year 6	7	7	6
Year 7 – Year 10	7	7	7
Year 11 – Year 12	6	6	7

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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

### Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

### How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

## Social climate

### Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

### 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	100%	97%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	97%	100%	94%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	94%
• their child is making good progress at this school* (S2004)	100%	100%	97%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
• this school works with them to support their child's learning* (S2010)	97%	100%	97%
• this school takes parents' opinions seriously* (S2011)	100%	100%	94%
• student behaviour is well managed at this school* (S2012)	97%	96%	97%
• this school looks for ways to improve* (S2013)	97%	100%	94%
• this school is well maintained* (S2014)	100%	100%	100%

\* 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 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• 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)			

\* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	95%	98%	97%
• they feel that their school is a safe place in which to work (S2070)	94%	96%	93%
• they receive useful feedback about their work at their school (S2071)	83%	87%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	96%	96%
• students are encouraged to do their best at their school (S2072)	98%	98%	96%
• students are treated fairly at their school (S2073)	98%	96%	94%
• student behaviour is well managed at their school (S2074)	92%	89%	91%
• staff are well supported at their school (S2075)	86%	83%	78%
• their school takes staff opinions seriously (S2076)	77%	78%	73%
• their school looks for ways to improve (S2077)	94%	87%	88%
• their school is well maintained (S2078)	94%	96%	96%
• their school gives them opportunities to do interesting things (S2079)	94%	96%	91%

\* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

## Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	7	2	10
Long suspensions – 11 to 20 days	0	0	0
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	202,565	225,319	237,649
Water (kL)	7,684	903	639

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

#### 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.

School sector ▾

School type ▾

State ▾

Q

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	63	65	<5
Full-time equivalents	53	45	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

### Professional development

#### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2019.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2019 for all Queensland state Special schools was 86%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	89%	87%	87%
Attendance rate for Indigenous** students at this school	78%	75%	80%

\* 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	2017	2018	2019
Prep	91%	80%	83%
Year 1	88%	85%	82%
Year 2	88%	86%	90%
Year 3	83%	82%	88%
Year 4	95%	87%	83%
Year 5	95%	87%	89%
Year 6	94%	94%	92%

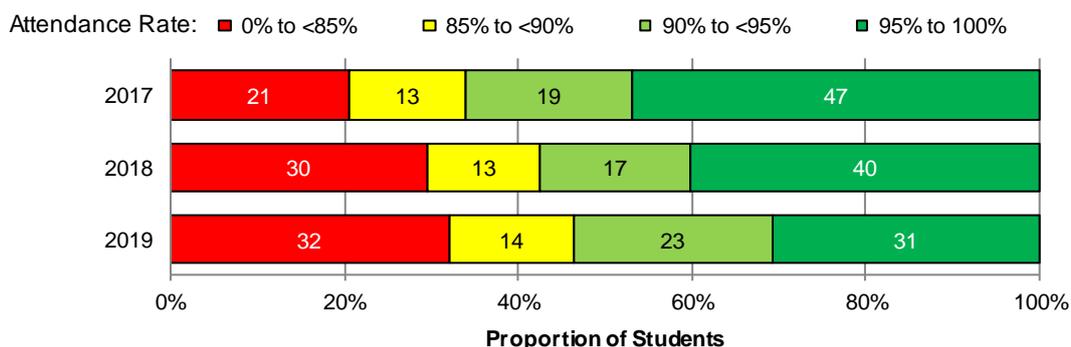
Year level	2017	2018	2019
Year 7	89%	93%	94%
Year 8	89%	78%	91%
Year 9	71%	94%	75%
Year 10	77%	60%	90%
Year 11	87%	87%	96%
Year 12	91%	88%	84%

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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### 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.

Search by school name or suburb 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 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	9	13	8
Number of students awarded a QCIA	9	13	8
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%		
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%		
Number of students awarded one or more VET qualifications (including SbAT)	4	1	3
Number of students awarded a VET Certificate II or above	4	1	2
Number of students who were completing/continuing a SbAT	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 SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	44%	8%	38%
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
  - are as at 05 February 2020
  - 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	2017	2018	2019
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 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	0	0	1
Certificate II	4	1	2
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 05 February 2020
- 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	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	69%	108%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	50%		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.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

### Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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 <https://pineriversspecialschool.eq.edu.au>.