



Geebung Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Geebung Special School provides educational programs to meet the needs of approximately 105 students enrolled at the school, who are aged from five to twelve years. These students live in the north-east Brisbane area and have intellectual and other multiple impairments. All students have been identified as having high support learning needs which benefit from our specialised programs and capable staff team. Our school offers each student an educational program, individualised to promote the attainment of their maximum level of independence and improve the quality of their educational and life experiences. Additional support services including nursing, physiotherapy, occupational therapy and speech-language therapy are also available to enhance the educational programs. In line with the Queensland P-12 Curriculum, Assessment and Reporting Framework, the curriculum for Geebung Special School is drawn from the Australian Curriculum. We also look to the extended General Capabilities areas of Literacy, Numeracy and Personal and Social Capability for those students who are receiving a highly individualised curriculum. The school's motto is 'I can do it by myself'.

School progress towards its goals in 2018

Principal's foreword

It is with great pleasure that I present the annual report for 2018 at Geebung Special School. It is a privilege to lead our school with such a great group of students, staff and families. Our school continues its strong commitment to providing quality educational experiences for our students in a caring and supportive environment. This year there were many developments and achievements worthy of celebration.

A special thanks to the members of our P and C committee for their great work for our students. The P and C have coordinated a range of fund raising activities and social opportunities for our families. Of course, the highlight of the year was our very successful Art and Wine Night. It was great to see our school community come together to celebrate the artistic talents of our students.

Two new classrooms were provided to the school in preparation for the 2019 school year. It is great to have two more learning spaces and an extra outdoor learning area for 2019. The new building has toilets, a kitchen and will be fitted with interactive LCD screens.

A focus in 2018 was students focussing on developing their communication skills. We are very passionate about Geebung Special School becoming a "communication accessible school". This means we are doing everything we can to provide an environment where all students can fully utilise their speech and/or AAC (augmentative and alternative communication) systems to communicate. We have noticed many students demonstrating an increased willingness to communicate with adults and peers.

Geebung Special School also aims to provide a balanced curriculum which meets the individual needs of every student. This means providing learning opportunities in a range of areas including social, academic, physical and self-management. All students access the Australian Curriculum. This allows us to provide a well-rounded and engaging range of educational experiences. We do this in partnership with families to ensure our educational programs are relevant and meaningful to you and your student.

Staff completed extensive professional development in a variety of specialised areas so they can give our students every opportunity to learn to their potential. We believe that engaging students in their learning is the most important prerequisite for maximising student learning outcomes. We do this through using evidence-based approaches such as Intensive Interaction, Balanced Literacy, Zones for Learning and the Walker Learning approach. We also employed experts in these areas to come into our school and into our classrooms to provide timely and specific advice to our teachers and teacher aides. A big thank you to all our committed and talented staff members.

We have had great support from our local community during this year. Local groups have donated their valuable time to do working bees. They have painted, spread mulch, pulled weeds and many other jobs to keep our school surrounds looking great. Local businesses have also supported the school by donating money or goods to support our fund raising programs. We also have a range of volunteers that do a wide range of jobs around the school to support students or keep our resources in good working order.

All the best,
Ray Hack
Principal

Future outlook

2019 Priorities

We will continue to develop the capability of our staff to meet the specialised needs of our students through a focus on engagement, communication and personal living skills.

In 2019 our priorities will be in these three areas:

1. Relevant and meaningful curriculum and assessment (data literacy, ICPs, teaching and learning)
2. Engaging students for learning (Age Appropriate Pedagogies, Walker Learning/Geebung Investigations, Process - based learning/ Intensive Interaction, Zones for Learning and Balanced Literacy)
3. Expert Teaching Team (our skills, culture and how we work together).

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	103	100	103
Girls	32	28	29
Boys	71	72	74
Indigenous	10	8	6
Enrolment continuity (Feb. – Nov.)	96%	95%	92%

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

All students who attend Geebung Special School have a verified diagnosis of an intellectual disability. A significant number of the student population have other verified impairments including autism spectrum disorder, hearing, visual and physical impairments.

Social Climate

Overview

Geebung Special School provides all students with an educational program that will assist them to develop their independence and skills to optimize their future lives.

Geebung Special School has a safe and supportive school environment. Students are treated with dignity and respect at all times. Our school promotes School-wide Positive Behaviour for Learning which is articulated in our school's Responsible Behaviour Plan.

Based on the 2018 EQ School Opinion Survey, 100% parents rated Geebung Special School as a good school. 100% of parents also indicated that their children like attending the school and that that 100% feel safe at school.

In addition, 100% of parents indicated this school works with them to support their child's learning. 94% of staff indicated that they enjoy working at the school. 88% of staff also indicated that the school looks for ways to improve.

Both student and staff success are recognized and celebrated.

Curriculum delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings: Our school is committed to excellence in the teaching of young children with special needs, prior to school entry and primary-aged students who have intellectual disability and multiple impairments. Our belief in a holistic, outcomes approach to education which focuses on independence, communication and social competence for both present and future environments was evident throughout 2018. In line with the Education Queensland P-12 Curriculum, Assessment and Reporting Framework, the Curriculum for Geebung Special School is drawn from the Australian Curriculum. We also look to the extended General Capabilities areas of Literacy, Numeracy and Personal and Social Capability for those students who are receiving a highly individualised curriculum for the Australian Curriculum Learning Areas. With consideration to our learners at Geebung Special School the agreed core curriculum areas are:

- Communication
- English (including the Literacy extended general capability)
- Mathematics (including the Numeracy extended general capability)
- Health and Physical Education (including the Personal and Social extended general capability)

Each semester additional learning areas are identified from the remaining curriculum learning areas of Science, History, Geography, and The Arts.

How Information and Communication Technologies are used to Assist Learning

Our school has computers for student use in every classroom. The school uses computers as active learning tools to assist the students to interact with their environment. Across the school, staff and students use speech generating communication devices to provide alternate oral communication. In addition, computer, technology and peripheral devices are utilised to enable students' to access programs and learn more about their environment. Every classroom has an interactive whiteboard. The uses of interactive whiteboards are an integral part of our teaching program. For a number of students across the school, the school is utilising iPads as both a communication tool and means of accessing the curriculum. The school has a range of specialised software to support student learning and engagement.

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%	100%	93%
• this is a good school (S2035)	100%	100%	93%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	93%	100%	93%
• their child is making good progress at this school* (S2004)	100%	100%	93%
• teachers at this school expect their child to do his or her best* (S2005)	93%	100%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	93%
• teachers at this school motivate their child to learn* (S2007)	93%	100%	93%
• teachers at this school treat students fairly* (S2008)	93%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	93%
• this school takes parents' opinions seriously* (S2011)	93%	100%	87%
• student behaviour is well managed at this school* (S2012)	93%	100%	93%
• this school looks for ways to improve* (S2013)	93%	100%	93%
• 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 : Staff 4 Opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	98%	87%
• they feel that their school is a safe place in which to work (S2070)	91%	94%	85%
• they receive useful feedback about their work at their school (S2071)	72%	88%	73%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	80%	62%
• students are encouraged to do their best at their school (S2072)	100%	100%	89%
• students are treated fairly at their school (S2073)	100%	100%	89%
• student behaviour is well managed at their school (S2074)	97%	98%	78%
• staff are well supported at their school (S2075)	84%	92%	60%
• their school takes staff opinions seriously (S2076)	84%	91%	63%
• their school looks for ways to improve (S2077)	88%	96%	85%
• their school is well maintained (S2078)	97%	96%	96%
• their school gives them opportunities to do interesting things (S2079)	87%	88%	84%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Involving parents as partners in their child's education is important and valued at Geebung Special School. All parents are involved in the development, implementation and review of their child's Individual Curriculum Plan (ICP). These plans are reviewed every 6 months. Written reports are provided twice a year. All students have a daily communication book which provides daily communication between home and school. Parents are most welcome to meet with staff at any time to discuss their child's social and educational needs as well as their educational progress. Parents and members of the wider community are encouraged to participate in school activities such as weekly assemblies, sports day and special school assemblies.

Throughout the year the school hosts a range of activities for students and families including:

- Celebration Day
- Class group camps or extended days
- Outdoor Learning Days
- Harmony Day
- Weekly School Assembly
- End of year celebrations
- Whole School Excursions
- Graduation
- Awards Night
- Book Week Activities
- Clubs program including Choir, Brownies and Guides

Geebung Special School is increasingly working closely with local state schools to develop capability in inclusive practices. This includes having staff from other schools visiting our school to watch our specialised programs first hand.

Respectful relationships education programs

Our school focuses on developing student understanding in respectful relationships, personal safety, conflict resolution and communicating independently.

Our whole school Rule of 5 is used with students to reinforce these aspects of the respectful relationships education program. Our school has identified the following school rules as Our Rule of 5: Be safe, Be sensible, Have a go, Keep the space and Show respect. We also utilise the Personal and Social Capability General Capability from the Australian Curriculum.

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	0	0	0
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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	135,538	160,707	171,441
Water (kL)	224	520	816

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State'.

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

A rectangular button with a red border and the text 'View School Profile' in red.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	38	50	0
Full-time equivalents	30	28	0

*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	0
Masters	4
Graduate Diploma etc.*	6
Bachelor degree	26
Diploma	1
Certificate	1

*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 \$47 760

The major professional development initiatives are as follows:

- School leadership - Coaching
- Positive Behaviour for Learning
- Profiling training
- HAT and LT
- Team Teach training
- Coaching
- Autism Seminars
- First Aid
- Essential Skills for Classroom Profiling
- Australian Curriculum
- Walker Learning
- Zones For Learning
- Attendance at Professional Association Conferences

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

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%	96%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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	87%	90%	86%
Attendance rate for Indigenous** students at this school	83%	83%	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

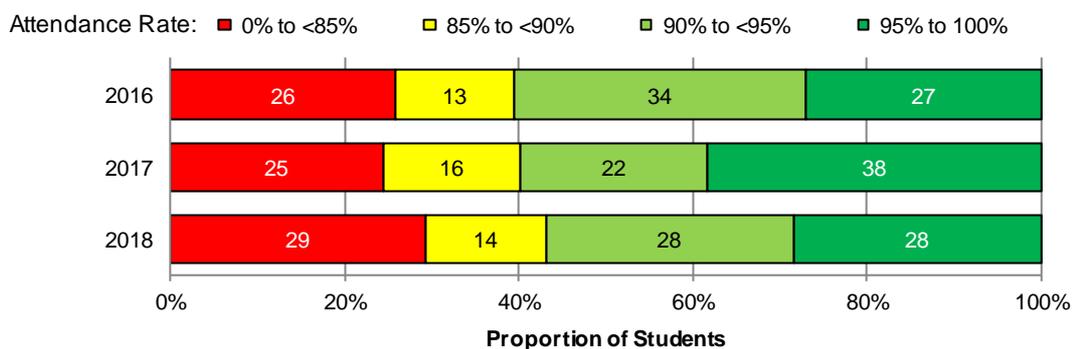
Year level	2016	2017	2018
Prep	85%	90%	86%
Year 1	83%	90%	81%
Year 2	88%	83%	84%
Year 3	90%	91%	79%
Year 4	89%	90%	88%
Year 5	90%	94%	86%
Year 6	88%	91%	93%

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.

Parents are encouraged to telephone the school if their child will be absent on any particular day. Following an absence of three days the class teacher will contact the parents to inquire about the student's health status. A number of students have high medical needs and may be absent for extended periods of time. The school maintains contact with these families during this time.